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The six-year sequence is planned to avoid needless repetition.

Adapted courses were developed to meet the needs and interests of students less well qualified to pursue general academic courses. Appropriate textual materials and learning experiences are geared to minimum essentials.

Each year's program is outlined by unit and includes audio-visual aids, teacher aids, and extensive resources for the teacher and student. Each general course description is followed by a description of an adapted course for the same subject area. The seventh and eighth grade courses are general in nature and are designed to increase the awareness of the student in social studies. Both courses emphasize United States History and provide no adaption for less able students. The required courses include Citizenship in grade nine, and American History in grade eleven. Tenth grade electives are in World History or World Geography. Full year electives for seniors are advanced Placement American History or Current Affairs. Semester course electives include Comparative Government, Contemporary Issues, Economics, and Internation Relations.

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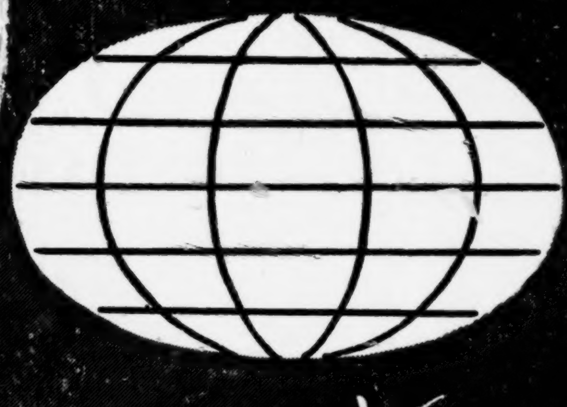

CURRICULUM GUIDE

SOCIAL STUDIES

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GRADES 7-12

GENERAL AND ADAPTED COURSES

SECONDARY CURRICULUM
BULLETIN NO. 129

1962

KANSAS CITY, MISSOURI
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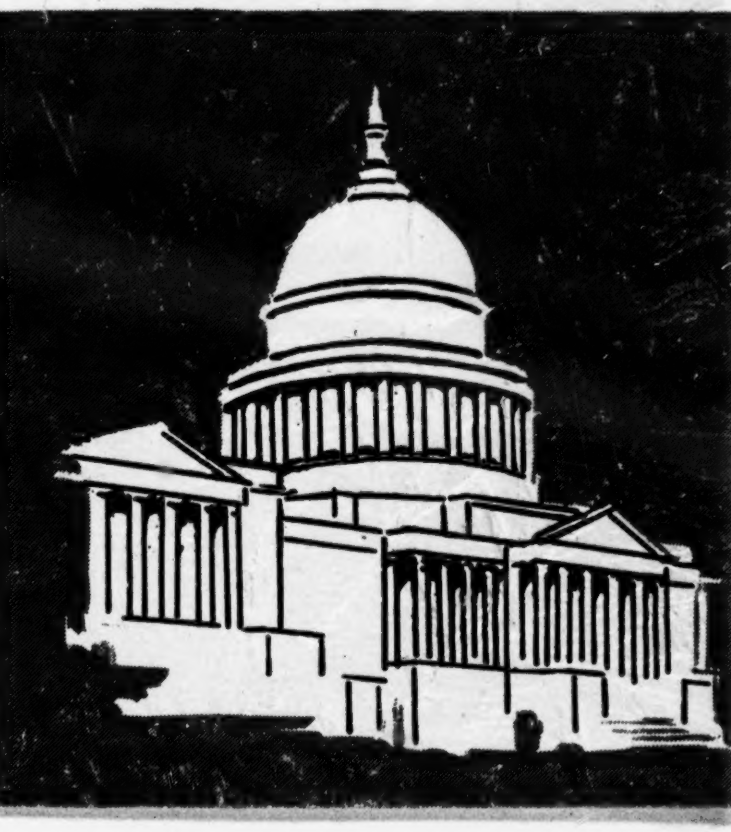

CURRICULUM GUIDE
for
SOCIAL STUDIES — GRADES 7 - 12
(General and Adapted Courses)

SECONDARY CURRICULUM

Bulletin No. 129

1962

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FOREWORD

In developing the Social Studies Curriculum for grades 7–12, the Curriculum Planning Committees have attempted to establish a more realistic approach in scope and sequence for the secondary school learner as he prepares for his role of growing responsibility in our country and in world society. Greater emphasis has been placed upon social, economic, and geographical factors as they concern the interrelationship of today's world of nations. Attempt has been made to avoid needless repetition throughout the six-year sequence, thus providing opportunity for a gradual increase in depth studies in particular social studies areas through grade twelve.

The curriculum production committees worked to meet more fully individual differences by providing both general and adapted courses in grades 9, 10, and 11, where critical levels of reading ability and the accompanying lack of pupil interests are more pronounced. The adapted courses were developed in order to meet the needs and interests of students less well qualified to pursue the general academic courses. In these courses appropriate textual materials and learning experiences are geared to minimum essentials.

The committees believe that basic concepts, causes, ideas, contributions, and human relationships should be thoroughly taught. The teaching of factual materials is valuable insofar as it clarifies these concepts, ideas, and basic democratic values. The Curriculum Planning Committees believe that the aim of the social curriculum should be to enable students:

1. To think critically and constructively
2. To better appreciate the origins, the potentialities of American democratic ideals, the circumstances under which democratic principles came into being, and the goals that have been achieved
3. To recognize the worth of the individual regardless of race, creed, or economic condition
4. To develop sound and desirable attitudes about themselves as they relate to their country and our world neighbors

Consultant service was provided the committee by Dr. Karl Mapes, Chief Map Editor of the Rand-McNally Company; Dr. Stanley Dimond, Professor of Education of the University of Michigan; and Dr. Roscoe L. West of the American Economic Foundation. John P. Dix, Consultant in Social Studies; Meryle Shamberger, Consultant in Common Learning; and Irma Wilson, Consultant in Secondary English, gave long hours and much valuable assistance in ideas and content. Donald W. Smith, Director of the Audio-Visual Department, gave assistance in the selection of appropriate audio-visual instructional materials. Elizabeth Orahood, Supervisor of Educational Testing, assisted in the selection of appropriate tests. To Rosemary Beymer, Director of the Art Department and her staff, goes the credit for the cover design.

Without the technical assistance of these people, this project would not have been possible. For their work we are indeed grateful.

Gordon E. Wesner
Secondary Curriculum

SOCIAL STUDIES

Grades 7 through 12

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To The Teachers

This guide presenting improvements and new directions in the social studies education in the secondary school is intended to indicate directions in which students should grow, to suggest areas of study for the various grade levels, and to present useful materials and effective procedures for social learning. It is intended to serve as a flexible and suggestive guide for you, the teachers of social studies.

This course guide does not constitute the whole curriculum. The curriculum includes all the meaningful learning activities, organized under teacher guidance, in which students actually participate, react, and identify themselves. This guide seeks to encourage the initiative of each teacher in planning an effective curriculum to help young people meet personal and social needs in our democratic society. As social studies teachers, you should adapt learning to the needs of boys and girls within a broad framework within which learning experiences have meaning and current challenge. Here, the democratic way of life can be brought into sharp focus.

Faith in the ability of well informed citizens to reach sound conclusions for the general welfare of our democratic society must be based upon freedom for regular critical self-evaluation. Teachers must help students understand and cherish the fundamental values of the democratic way of life, and the superiority of democracy over other systems. Students can thus pursue, in the democratic tradition, the search for better ways of meeting the social and economic problems which arise in our dynamic ever-changing society.

It is most important that students be guided into a thoughtful and sober approach to the many problems and issues of our day. This means that the teacher himself must be particularly careful by precept, example, and procedure, to set the highest standards of scholarship. Teaching and learning which cannot distinguish between opinion and fact, or which lacks intelligence, skill or tact, as controversial materials are presented, can only be labeled unsatisfactory. The teacher who by virtue of his position habitually seeks to impose upon students pet theories and personal interpretations of life, events, or government can only be characterized as incompetent. Occasionally, at appropriate age levels, teachers must honestly answer students' questions as to what the teacher personally thinks about a given issue or problem. However, the competent teacher will permit and encourage students to object to and/or criticize the point of view presented by the teacher, always mindful of the responsibility for maintaining and manifesting at all times a mutual, decent respect for the dignity and worth of each as individuals.

The attention of the social studies teacher should be given to the use of a variety of materials and techniques which maximize student participation and leadership, and take advantage of community resources through field trips, personal interviews, and invited guest speakers. Much valuable experience can be provided students in the preparation of topical papers based upon research type activities during the year. This can well lead to the development of classroom libraries and even encourage the development of personal libraries in the home. Oftentimes, the social studies classes can accept the responsibility for producing assembly programs, departmental programs, city-wide conferences, maintaining school displays, or in participating in special projects for the practicing of good citizenship in the school and in the community.

As teachers, your attention is also called to the need for acquainting students with the major library research tools for study in the social studies area. These should become standard equipment for the social studies student.

A. General library classification services
  1. Card catalogue
    a. Alphabetical index of books arranged by author, title, and subject
    b. Cross-reference cards – "see" and "see also"
    c. Analytic card gives the pages of a book in which material on an author, title, or subject appears
    d. Information on card: author, title, place of publication, publisher, date ("c" means copyright), call number (upper left corner for non-fiction)
  2. Dewey Decimal Classification System
     Books on one subject are kept together, a certain number standing for each subject. Ten major areas are classified by hundreds (000-999) and then subdivided into more specific categories; e.g., 973-9 – Modern American History.

B. Special library services
  1. Vertical file
    a. Folders arranged alphabetically by subject; i.e., Civil Rights, Foreign Policy; these contain current material clipped from newspapers and pamphlets
    b. Pamphlets such as **Headline Series** published by Foreign Policy Association, **Public Affairs**, and **Vital Speeches** are major sources of data for such files.

2. Reference shelf
   A collection of volumes and magazine articles dealing with a major current controversial issue such as "foreign aid" or "communism"

C. Guides for research materials
   1. **A Guide to the Study of the United States of America,** Government Printing Office, 1962.
   2. **Harvard Guide to American History.**
   3. Murphy, Robert W., **How and Where to Look It Up,** (guide to standard sources of information on any topic).
   4. Prakken, Sarah L., **Subject Guide to Books in Print.**
   5. **Reader's Guide to Periodical Literature**
      a. Magazine index, published twice a month, and combined into larger issues at regular intervals. Arranged alphabetically by author and subject.
      b. The list of periodicals indexed and a key to abbreviations used may be found at the front of each issue.
      c. Each entry gives title of article, name and date of magazine in which it appears, and pages. Thus, "15:418-9 May 15'60" means volume 15, pages 418 through 419, of the May 15, 1960 issue.

D. Encyclopedias
   1. **Collier's Encyclopedia.** Succint introduction to many topics.
   2. **Encyclopedia Americana.** Useful for American problems.
   3. **Encyclopedia Brittanica.** Scholarly articles on all subjects by authorities and bibliographies for further research can be readily found with the aid of an index volume. Material is brought up to date by an annual yearbook.
   4. **Encyclopedia of the Social Sciences.** Contains scholarly articles in the fields of political science, history, economics, and sociology, though some material may now be out of date.

E. Current yearbooks
   1. **Economic Almanac.** Data on miscellaneous aspects of the economy.
   2. **Information Please Almanac.** Brief, miscellaneous facts.
   3. **Statesman's Yearbook.** Statistical and descriptive information on all countries of the world. Includes bibliography and analytical index.
   4. **Statistical Abstract of the United States.** Annual statistical summaries on agriculture, population, manufacturing, finance, etc., covering developments for the most recent twenty years or so.
   5. **World Almanac.** Miscellaneous facts with particularly good statistics on government and industry.

F. Biographical reference books
   1. **Current Biography.** Contains articles on people prominent in the news of the day. Appears monthly with an annual volume since 1940 indexed for all previous contents.
   2. **Dictionary of American Biography.** Contains summaries of the lives of noteworthy Americans no longer living.
   3. **Who's Who.** Annual publication of brief biographies of important living persons of all countries though British personalities are featured.
   4. **Who's Who in America.** Appears every second year with brief biographies of prominent living Americans.

G. Special library references
   1. **Dictionary of American History**
   2. **Historical Statistics of the United States**

H. Useful periodicals in the library
   1. **Annals of the American Academy of Political and Social Science**
   2. **Atlantic Monthly**
   3. **Current History**
   4. **Foreign Affairs Quarterly**
   5. **Harper's**
   6. **Heritage**
   7. **National Geographic**
   8. **New Republic**
   9. **Newsweek**
   10. **Political Science Quarterly**
   11. **Reporter**

12. **Time**
13. **United Nations Review**
14. **U. S. News and World Report**
15. **Vital Speeches of the Day**

I. Pamphlets in the library
Helpful material is published by the following organizations, among others:
1. **Carnegie Endowment for International Peace**
2. **Foreign Policy Association**
3. **National Council of the Social Studies**
4. **National Education Association**
5. **Public Affairs Committee**
6. **Service Center for Teachers of History**

J. Suggestions on research and reporting materials
1. Barzun, Jacques, and Graff, Henry F., **The Modern Researcher.**
2. Gottschalk, Louis., **Understanding History: A Primer of Historical Method.**
3. Sherman, Kent, **Writing History.**

Some of our purposes and objectives call for methods and techniques which provede opportunities for students to develop knowledge, skills, and abilities for dealing intelligently with social problems and conditions which actually confront them. This implies that it will be possible to observe the effects of students' experiences with the problem approach in their behaviors. If students achieve at the maximum level, the teacher should be able to say that the students deal intelligently with problems, consciously using methods, steps, skills, attitudes, and values that have been in use in the class.

The social studies teacher should use the following ten questions in order to arrive at a broad evaluation of student growths:

1. How effectively can students define problems?
2. How clearly do students recognize the need for facts and knowledge, in understanding the problem and finding the answer?
3. How regularly do students make and follow through plans to secure needed information?
4. How proficient are they in locating pertinent information, in using reference materials, in reading maps, graphs, charts, etc.?
5. Can students detect errors in logic? The presence of pronounced bias, irrelevant data, and propaganda devices?
6. How well can students interpret and organize information to aid them in coming to conclusions?
7. How well do they withhold judgment until all available evidence has been considered?
8. How effectively do students carry out their action conclusions?
9. To what extent do democratic values determine action in specific situations?
10. How much carry-over is there? To what extent are the skills used with other problems not encountered in class? (1)

The kinds of behavior suggested by these questions are so varied that no simple test can provide uniform information for all students. Many efforts during the past quarter century have produced tests of open or fair-mindedness, thinking, propaganda detection, value analysis, work-study skills, democratic values, and critical thinking. However, none of these tests except the work-study skill tests has been used widely. The use of achievement tests, both standardized and teacher constructed, has continued with a significant increase of attention to having students apply knowledge to new situations. Evidence of student growth and progress toward objectives other than knowledge and study skills can be gathered by teachers through observation of behaviors. Certain critical incidents are remembered or noted which should make it possible for teachers to distinguish between students who have demonstrated marked ability growth and those who have not.

The current practice of recording student growth and progress in the secondary social studies courses by using a single grade has tended to discourage detailed teacher evaluation of student skills. There are, however, other uses for evaluation of social studies skills, such as guidance, where attempt is made to stimulate self-evaluation by generalizing to fit other life situations. Here, the goal is to develop in students the knowledge, skills, and abilities for dealing intelligently with many kinds of social problems which confront them daily. Thus, it is our hope as we implement this guide that teachers will grow in their development and use of varied evaluation skills.

Even though attempt has been made to develop a social studies program in the Kansas City, Missouri, secondary schools which has continuity and sequence, it is not intended as a ready-made program designed to fit every school's needs or situation. Rather, its content represents a pooling of the thinking and experiences of many social studies teachers who have been concerned with improvement of the social studies curriculum. The materials and practices are offered as a source for ideas and procedures upon which teachers may draw as they improve instruction and as they attempt to meet effectively the needs in their particular school community.

---

1. For further discussion of the development of the skills referred to in this listing, see: Skills in Social Studies. Twenty-Fourth Yearbook. Washington, D.C.: National Council for the Social Studies, a department of the National Education Association, 1953.

General Objectives of Social Studies Program

Grades 7 — 12

To help the student develop sound judgment by teaching him to analyze social studies media objectively and to read and think critically

To help the student develop skills, practices, and desirable concepts which will enable him to become an active, participating, and responsible citizen

To help the student understand his heritage from the past and his obligation to the future

To help the student appreciate the cultural and religious contribution of the western civilization

To help the student understand and to approach the solution of social problems in relation to his environment

To help the student understand the basic principles of American constitutional government and the democratic way of life

To help the student recognize and respect the rights, responsibilities, and the inherent worth of individuals in our democratic society

To help the student understand the various economic, political, social, religious, cultural, and ideological theories and their relationship to or contrast with the democratic way of life

To help the student develop attitudes which will enable him to grow in better human relations with all races, creeds, nationalities, and economic groups

To help the student acquire knowledge, to experience behaviors, and to develop skills which constitute preparation for the exercise of good and responsible citizenship

THIS WE BELIEVE

Now is the time for Americans to speak up for America. As the world of nations hesitates, debating whether the next step be to the right or to the left, we who are charged with a strong position of leadership must become better informed and more active democratic citizens. Confronted with the query, "What does America mean to you?" we must be able to draw on the immense national heritage that is ours and assert to the world that what America is, is good.

Our very existence as a nation stems from the basic ideal of democracy – recognition of individual worth, regardless of race, color, creed, or economic condition. With then, a continuous emphasis on human values America's plan for being has emerged.

To better appreciate the origins and potentialities of American democratic ideals, every young American, through social studies, must know the circumstances under which the democratic plan came into being, should possess a thorough knowledge of the organization and functions of our government.

INTRODUCTION

SOCIAL STUDIES – Grades Seven and Eight

(Common Learnings)

These social studies units provide a foundation for the Common Learnings' program in the seventh and eighth grades of the Kansas City, Missouri, Public Schools. Each teacher should adapt this course of study to individual and group needs.

Through the utilization of this material, each pupil should realize and develop his full capabilities and responsibilities as a desirable member of our democratic society.

It is essential that each pupil acquire a knowledge of the world and its people and, through wisdom and greater understanding, be able to meet the problems that confront us in this technological age.

SEVENTH GRADE SOCIAL STUDIES

OVERVIEW

The Social Studies program in the seventh grade should take into account the nature of the large body of organized knowledge concerning man's social behavior as well as the nature of the growing child in this society with which he is to merge. The pupil should be provided with a wealth of knowledge concerning human behavior, with an appreciation of geographic factors, social concepts and competencies with attitudes and values appropriate for current social living. Specifically, the seventh-grader should come to a complete appreciation of the growth and development of the United States, with its rich heritage, as a great adventure – unfolding and interpreting American democracy.

GENERAL OBJECTIVES

To understand that geographic factors influence where and how men live

To acquaint the pupil with the beginnings and basic principles underlying our democratic way of life

To develop pupil competence in self direction in work-study skills basic to racial studies

To help the pupil understand that change is a characteristic of all human societies

To emphasize the privileges, powers, and responsibilities of the citizen in a democracy

To recognize the interdependence of all peoples of the world, recognizing the dignity and worth of each individual

To appreciate the problems and concerns of the peoples of the Western Hemisphere through an understanding of their history, their traditions and institutions, their religious beliefs, and their moral values

SEVENTH GRADE SOCIAL STUDIES

Unit One: Knowledge and Travel Lead to the Discovery of the New World.

Suggested Time – Five Weeks

OVERVIEW

In this year's Common Learnings experiences, the seventh grader's knowledge and experience in the fields of geography and history will become more closely associated. It will be shown how both subjects play an important part in the development of man's desire for a richer and fuller existence. These pupils, as heirs to a great ideal and the many traditions surrounding it, will learn how their forefathers experienced each step in its development. They will acquire, as the story of our nation unfolds, the knowledge of our physical earth and the development of a great and powerful nation. The pupil should recognize the importance of the spirit of exploration and adventure with its power to lead men into the unknown – the spirit which eventually mapped the earth's surface and firmly established a new way of life, a new nation and a new people.

SPECIFIC OBJECTIVES

To correlate the learning experiences of geography with those of history

To familiarize the pupil with the basic physical structure and characteristics of the earth's surface

To achieve a knowledge of the relationship between the physical characteristics of the earth and their relationship to the development of exploration and settlement

To acquaint the student with a working knowledge of geographical projections and gain experiences in the use and measurement of maps

To trace the origins of a democratic way of life as we know it today, and to examine the factors which brought it to the continent of North America

To familiarize the student with a knowledge of the important persons, places, events, and inventions which culminated in the discovery and settlement of the New World

OUTLINE OF CONTENT

I. The shape of the earth and its movements affect the way in which we live.

   A. Our planet – the earth
   B. Its movements on its axis
   C. Its movements around the sun
   D. Its shape and size

II. The earth is measured as a globe and the circle is used to mark it off.

   A. Parallels
      1. Equator
      2. Latitude
      3. North and south directions
   B. Meridians
      1. Prime meridian
      2. Longitude and time
      3. East and west directions
   C. Hemisphere
      1. Eastern
      2. Western

III. Maps show the earth's surface as a flat picture and different maps try to picture different features.

   A. Mercator map
   B. Lambert projection
   C. Gnomic projection
   D. Outline maps
   E. Special information maps
      1. Climate
      2. Vegetation
      3. Population
      4. Topographical
      5. Political

LEARNING EXPERIENCES AND ACTIVITIES

Use a globe and a light to demonstrate the difference in the distribution of light on the earth's surface. Revolve the globe around the light source and point out how the movement of the earth causes day, night, and the seasons.

Filmstrip:
F 2106 **The Globe**
F 2107 **Using the Globe**

Use a horizon ring and a globe to demonstrate size, shape, directions, parallels, and meridians, and how they are measured on the global surface.

Demonstrate how shape and movement of the earth determine the measurement of time. Discuss how 12 o'clock travels the country at the rate of 15 degrees an hour.

Show how the picture of the earth's surface changes when it is converted from a spherical representation to a flat surface. This can be done by using an orange. Peel the orange keeping the peel intact. Carefully flatten it out and discuss what happens to the edges. Then discuss what happens to the edges of a map.

Demonstrate the great circle routes by using a string on a flat map and then on the surface of a globe. Show how the distance from New York to London is shorter by traveling over Newfoundland rather than traveling in a straight line traced on the flat surface.

IV. Land areas of the earth's surface are places where man must live.

- **A. Mountains**
- **B. Plateaus**
- **C. Plains**

V. Man lives on and makes a living from the natural resources of our planet.

- **A. Sunlight**
- **B. Air**
- **C. Water**
- **D. Soil**
- **E. Forests**
- **F. Minerals**
- **G. Wildlife**

VI. Climates on the earth's surface affect the way in which man makes his living.

- **A. Temperature and climate**
- **B. Humidity and climate**
- **C. Atmospheric pressure and climate**
- **D. Winds and climate**
- **E. Latitude and climate**
- **F. Altitude and climate**
- **G. Nearness to large bodies of water and climate**

VII. The people of the Dark Ages look beyond their borders for a new way of life.

- **A. Life in the Dark Ages**
  - **1. The feudal system**
  - **2. Serfdom and the manor**
- **B. Travel and new ideas change the lives of many people.**
  - **1. The Crusades**
  - **2. Merchants and trade**
  - **3. Marco Polo**
  - **4. Ideas come from the East**

VIII. New inventions increase man's knowledge and extend his travels.

- **A. Navigation improves**
  - **1. Compass**
  - **2. Astrolabe**
- **B. Printing helps travelers with more information.**

IX. Increase of trade leads to the search for new water routes.

- **A. Monopolization of land routes**
- **B. Portuguese find new routes around Africa.**
- **C. Italians and Portuguese control all routes.**

X. Spain also seeks a water route to Asia and sends Columbus to do the job.

- **A. Columbus's new idea about the earth**
- **B. Sailing west to reach the East**
- **C. Discovery of the New World**
- **D. Discovery that the New World is not Asia**

XI. The New World becomes the site of much exploration as Europeans search for the Northwest Passage.

- **A. Verrazano**
- **B. Cartier**

Motion Pictures:

00-258 Maps Are Fun
0-716 What is a Map?
0-8 Airplane Changes Our World Map

Do some outline map work representing different information about North America.

Filmstrips:

F-2101 What a Map Is
F-2102 Elements of a Map
F-2103 Using a Common Map
F-2104 Maps of Physical Features
F-2105 Maps for Special Purposes
F-2108 Flat Maps of a Round Globe

Have pupils collect pictures of different places representing different climates and match them with their locations on a map.

Have the pupils write a descriptive paragraph for each of the climate areas of the earth describing what the people might be doing there.

Use silhouette outlines of the continents and countries as a flash card game.

Make a flour and salt map of the topographical features of North America.

Test pupil ability to recognize land area and water area by having them match the names with numbered areas on an outline map.

Motion Pictures:

00-432 Medieval Manor
0-602 The Meaning of Feudalism

Discuss the voyage of Lief Ericson and of the Kon Tiki, and the ocean currents which made each possible.

Start a time line upon which to locate important events.

Have pupils make individual reports on Lief Ericson, Americus Vespucius, Prince Henry, Marco Polo, John Gutenberg, and other men who helped increase our knowledge of travel and of the earth's surface.

Bring or construct a simple compass and explain how it works. Compare this with star navigation and landmarks.

Motion Pictures:

0-16 Ancient World Inheritance
OX-11 Medieval Crusades

Make a display of products which came from the East and on it outline the history and development of trade.

Make individual maps showing such things as Marco Polo's travel route, trade routes overland, and trade routes over water during times of Marco Polo.

Motion Pictures:

00-159 Christopher Columbus

Have the class do some speech choral work on the poem "Columbus" by Joaquin Miller.

Make a chart of explorers showing:
What they explored
Who they explored for

C. Frobisher
D. Champlain
E. Henry Hudson
F. Marquette and Joliet
G. LaSalle

XII. Exploration and discovery leads to more knowledge about the geography of the New World and the earth.

A. Men learn about the true size of the earth.
B. Men learn that the earth is round.
C. The western coast of America is charted.
D. Explorers discover that there are many resources in the New World and that settlements can be profitable.

What they were seeking
Dates of exploration
Their accomplishments

The "Great Explorer Series" filmstrips:

F-607	**John Cabot**
F-608	**Hernando Cortes**
F-610	**Ferdinand Magellan**
F-611	**Jacques Marquette**
F-612	**Marco Polo**

CULMINATING ACTIVITIES

The class can cooperate in presenting a dramatization of Columbus's landing, scenes from the travels of Marco Polo, or scenes from the activities of Cortes in Mexico.

Have the students collect pictures and models of famous ships such as the Nina, Pinto, Santa Maria, Viking ship, Half Moon, or Golden Hind.

Play the quiz game "Who Am I?"

Write a series of news stories complete with headlines, dates, and other information telling of important discoveries and explorations.

Develop a ship's log of daily events.

EVALUATION

The student should understand the following concepts:

That the relationship of the size and shape of our world to the variations in seasons, day and night, and time

That a flat map represents certain necessary distortions of the true image of the earth's surface

That the scale is a convenient and accurate means of measuring distances on a map

That the world of the Dark Ages was very small and that smallness was due to man's ignorance of it

That man's ability to invent increased his reach and stride and freed him from ancient land ties

That man's desire for riches, adventure, and desire to spread religion and ideas is a powerful motivating factor which drives him to conquer new realms

That the hardships of the wilderness, hostile Indians, and other unknown dangers were formidable obstacles to overcome during the explorations of North America

That many divergent cultures, nationalities, customs, and ideas contributed to the discovery of America and eventually were assimilated into the America we live in today

The student should develop the following skills:

The ability to use a map as a study guide and aid

The ability to use the text as a study resource

The ability to recognize the outline shapes of continents and countries

The ability to trace divergent factors as the cause of certain events and situations

RESOURCES

Texts (Geography)

Edward R. Kalevzon and John A. Heine Allyn and Bacon	**Our World and Its Peoples**

(History)

Glenn W. Moon and John H. MacGowan Henry Holt	**Story of Our Land and People**
Howard R. Wilder et al Houghton Mifflin	**This Is America's Story**

References

Rand McNally	**Handbook of Map and Globe Usage**
James F. Reed Allyn and Bacon	**Western Lands**

Community Resources

Navy personnel to explain navigation
Air Force personnel to explain air navigation
Clergyman to explain Moslem religion

Nelson Gallery of Art for displays on Eastern cultures, Rennaissance artifacts, and American Indian culture

Kansas City Museum for planetarium display about stars.

AUDIO VISUAL INSTRUCTIONAL MATERIALS

Projector and films
Filmstrips
Outline chalk map
Large wall maps
National Geographic globe with geometer, scaled great circle ring
Astronomical chart of the planets
Reproductions of early maps
Filmstrips and charts on history and methods of printing

PROFESSIONAL AIDS

Gross Oxford Press	**Educating Citizens for Democracy**

Unit Two: Colonies are Formed and Independence is Won.

Suggested Time – Eight Weeks

OVERVIEW

A new and sparsely populated world had been discovered and explored by Europeans. Explorers and sea captains spread the great news and the Spanish, the English, and the French came in increasing numbers to find wealth, gain power, find adventure, seek freedom, and establish homes.

The pupils will see how life in Spain's mighty New World Empire differed from life in the English colonies and life in New France. Conflicts, wars, and revolution were all part of the story of how America came to be.

SPECIFIC OBJECTIVES

To learn about the Spanish, English, and French New World colonizers

To learn where and how, Spain, England, and France established their claims in the Americas

To understand the causes which led to colonization of the Western Hemisphere

To study the geography of the area that each country claimed in an effort to understand the occupational pursuits in which the colonists engaged

To see how the differences in the ways of life, prejudices, and overlapping claims led to conflicts between New World colonists

To appreciate the independent and self-sufficient ways of life that led to revolution and freedom

OUTLINE OF CONTENT

I. European nations developed colonies and struggled for supremacy in the New World.
  - A. Spain established a great empire.
    - 1. How did Spain explore and conquer the New World?
      - a. Balboa discovered the Pacific Ocean.
      - b. Hernando Cortez conquered Mexico.
      - c. Francisco Pizarro conquered Peru and reached Inca land extending colonization in all directions.
    - 2. What did Spain gain from her New World colonies?
      - a. Spain's New World empire stretched far.
        - (1) New Spain included all land and islands north of the Isthmus of Panama.
        - (2) The name, Peru, was given to all Spanish possessions in South America.
      - b. Spain became the most powerful nation in Europe.
      - c. Spain became rich.
    - 3. England and other nations threatened Spain's power.
      - a. European nations defied Spain in the New World.
        - (1) Spain lost trade and treasure.
        - (2) The "sea dogs" of England captured Spanish ships.
        - (3) Francis Drake "singed the beard" of the King of Spain.
      - b. Spain struck back but was defeated.
        - (1) Philip of Spain prepared to attack England.
        - (2) The Spanish Armada was defeated.
    - 4. What was life like in Spanish America?
      - a. The Spanish government controlled the Spanish colonies.
      - b. Indians were divided among the Spaniards and were Christianized.
      - c. What was life like in Mexico City?
        - (1) Mexico City was the capital of New Spain.

LEARNING EXPERIENCES AND ACTIVITIES

F-608 **Cortez, Hernando**

Using geography books, wall maps, and individual desk maps show the land claims of each: Spain, England, France, Portugal.

Special report: Spanish Missions in California.

Special reports:
St. Augustine, Florida
Spanish Armada

Queen Elizabeth I of England

Motion Picture:
0-558 **Spanish Influence in the United States**

(2) People in New Spain belonged to four classes.
d. Many Spaniards lived in haciendas and in missions.

B. Englishmen established vigorous colonies in North America.
1. Why did Englishmen want to go to the New World and how did they get there?
a. The settlers sought freedom.
(1) America meant freedom to earn a better living.
(2) America meant greater freedom to own land.
(3) America meant freedom to share in government.
b. How were colonies started?
(1) Trading companies financed colonies.
(2) A charter must be obtained.
(3) Poor people could go to the New World.
2. How did the first successful English colony get its start?
a. Sir Walter Raleigh tried to start a colony and failed.
b. Jamestown was founded.
(1) Life was difficult in Jamestown.
(2) John Smith became the leader.
(3) Jamestown was saved.
(4) The colony grew stronger.
(5) The settlers were given a voice in their government.
3. How were the New England colonies founded?
a. Settlements were made in Massachusetts.
(1) The Pilgrims went to America, planned a government, and settled at Plymouth.
(2) The Puritans established Massachusetts Bay Colony, arrived in Boston, and refused religious freedom to others.
(3) The two colonies united.
b. Other New England colonies branched out from Massachusetts.
(1) Rhode Island was founded.
(2) Colonists from Massachusetts and England founded Connecticut around Hartford and New Haven.
(3) Colonists from Massachusetts Bay Colony and England founded New Hampshire.
4. What southern colonies were founded?
a. Maryland offered religious toleration.
b. Proprietors founded the Carolinas.
c. Georgia was founded by James Oglethorpe.
5. How were the Middle colonies founded?
a. The Dutch founded New Netherland.
b. New York and New Jersey took the place of New Netherland.
(1) The Duke of York became the Proprietor of New York.
(2) New Jersey was granted to two English nobles.
c. Pennsylvania was settled by Quakers and prospered.

Motion Picture:
00-381 **Captain John Smith, Founder of Virginia**
00-237 **Eighteenth Century: Life in Williamsburg, Virginia**
00-483 **Jamestown, First English Settlement in America**
0-318 **Planter of Colonial Virginia (1740-1765)**
0X-187 **Williamsburg, Story of a Patriot**

Report: Nathaniel Bacon
Recordings: R-86 **Mayflower Compact**
R-87 **House of Burgesses**

Dramatize the signing of the Mayflower Compact.

Report: William Bradford
Motion Pictures:
00-402 **Pilgrims**
0-110 **Early Settlers of New England**
0-78 **Colonial Children**
00-603 **Pilgrim's Travels**
00-604 **Pilgrims in America, Part II**

Report: John Winthrop
Recording: R-88 **New England Town Meeting**
Motion Picture:
0X-119 **Roger Williams, Founder of Rhode Island**

Special Reports:
Thomas Hooker
The Connecticut Republic
The New Haven Republic
Make a class and individual charts showing the following: Name of Colony, Date, Site, By Whom Settled, Object, Leaders, Important Events, Kind of Colony, Democratic Trends.

Prepare chart of Line of Succession of English Rulers from King James in 1603 to King George III, 1783.
(For background work)
Motion Picture:
0-399 **Story That Couldn't Be Printed**
(John Peter Zenger)

Write a newspaper account describing the trial of John Peter Zenger including opinions of Gov.

C. How the people lived in the English colonies.
  1. Why were the colonies divided into three sections?
    a. Geographical factors of New England led to many occupations.
      (1) The narrow coastal plain, rocky soil, and long winters limited farming.
      (2) The harbors at the mouths of rivers encouraged trade and commerce.
      (3) Lumbering resulted from forest covered mountains.
      (4) Fishing thrived.
    b. Geographic factors of the middle colonies led to farming and commerce.
    c. Geographic factors of the South led to agriculture.
  2. How did the colonists live in New England?
    a. New Englanders made their living in various ways.
    b. What was the New England home like?
    c. Religion was important in New England.
    d. Punishments were severe in New England.
    e. New Englanders believed in education.
    f. Reading matter increased as New England grew.
  3. What was life like in the Southern colonies?
    a. Plantations developed in the South.
    b. Commerce grew in the South.
    c. Life on the southern plantations was different from life in New England.
    d. Education and religion in the South differed from education and religion in New England.
  4. What was life like in the Middle Colonies?
    a. Agriculture was the main occupation.
    b. Other occupational pursuits were followed.
  5. How did people live in the frontier region?
    a. Why did people move to the frontier?
    b. How did the pioneers move westward?
    c. Frontier life was full of danger.
    d. What kind of houses and furniture were used on the frontiers?
    e. Food and clothes were simple.

D. France developed, then lost, a vast territory in North America.
  1. What was New France like in the 1700's?
    a. The population and settlements of New France were small.
    b. The people and the government of New France differed from the English colonies.
    c. Fur trading was an important means of earning a living.
    d. French missionaries worked among the Indians.
    e. The influence of New France remains to this day.
  2. Why did wars break out between the French and the British in North America?
    a. France and England became rivals.
    b. What advantages did France have over the English in America?
    c. What advantages did the English colonies have?
  3. What were the results of the wars between the French and the British?
    a. Neither side won in the early struggles.
    b. Both England and France claimed the Ohio Valley.

Cosley and Ann Zenger.

Through group and individual work make a "Colonial Hall of Fame." Select the person to be represented. Illustrate and describe his life and contributions.

Compare democratic ideals started by the colonists with those we have today.

Our World and Its Peoples
  Pages 80–122

Take a trip to Nelson Art Gallery. Study period rooms, architecture, furniture, paintings, glass, and lighting.

Hold a "Town Meeting" to discuss whether or not a school should be built and children required to attend, or discuss the proposal that all men and boys over fourteen must take military training to protect the village against Indian attacks. Use the book **Come to Order** by Wines and Card.

Write a play describing a day in a colonial school.

Read Washington Irving's "Rip Van Winkle" and "The Legend of Sleepy Hollow."

Motion Picture:
  0-79 **Colonial Expansion**
Report on: Indians Today
Pioneers: Many countries are in their colonial days at the present time. Organize a band of settlers within your class and plan a move to one of these frontiers. Choose a place to go, decide what you will need for the journey, and, when you arrive, select a leader for the expedition. Investigate the amount of money you will need. The **National Geographic** would be a good reference for this kind of project.
Filmstrip:
F-1400 **French Colonization**

A Colonial party or "bee" – dress in colonial costumes, play colonial games, serve colonial style food, and have colonial decorations.

Calico Bush by Field and **Child Life in Colonial Times** by Earle are books that will supply information you will need to play your "bee."

F-1263 **Champlain** (Sound)
F-1400 **French Colonization**
Motion Picture:
  0-1051 **French and Indian War**

On desk outline maps of North America, show the claims of England and France before the French and Indian war.

c. The French began to fortify the disputed territory.
d. The English attempted to drive out the French.
e. General Braddock was defeated by the French.
f. French successes continued.
g. William Pitt took a hand.
h. Two gallant generals faced each other at Quebec.
i. The Battle of Quebec decided the fate of New France.
j. France gave up all claims in North America.

II. A new nation was born as the New World shook off European control.

A. How were the English colonists governed?
1. English colonists brought rights to the New World.
a. Colonists of Spain, France, and England led different lives.
(1) Spanish colonists had no part in the government of New Spain.
(2) French colonists had no part in the government of New France.
(3) English colonists were free and had a right to share in the government of the colony.
b. Englishmen limited the king's power.
(1) In 1215 the Magna Carta was gained from King John.
(2) The Petition of Rights guaranteed that Englishmen should not be taxed without the consent of Parliament.
(3) The Bill of Rights contained a list of rights of Englishmen.
c. English rights were transplanted to America.
d. The spirit of freedom grew in America.
2. What kind of government grew up in the English colonies?
a. Colonial governments were much alike.
b. Colonial governors were chosen in various ways.
c. The voters chose the lawmakers.
d. The colonists managed their local governments.
e. Conflicts often arose in colonial government.
3. Why did England and her colonies disagree on the right of the Mother Country to control colonial affairs?
a. England believed that colonies exist for the good of England.
(1) Trade meant wealth for England
(2) England passed the Navigation Acts to control colonial trade.
(3) England controlled colonial manufacturing.
b. The colonists believed that colonies existed for the benefit of the colonists.
(1) The colonists ignored many of the trade laws.
(2) The colonists disagreed with England about colonial government.

B. The English colonists resisted control from England.

Motion Picture:
OX-17 Wolfe and Montcalm

Write a two-paragraph paper on the character and generalship of James Wolfe and Louis Montcalm.

Try this:
Make a half dozen slogans like the famous "Taxation without representation is tyranny." Each slogan should be one that would appeal to some group during the Revolutionary War or the period preceding. Prepare posters with the slogans on them. See if the class can identify the groups.

Debate: Resolved: That the English colonies existed for the benefit of the colonists rather than for the benefit of England.

1. **New laws were made by Great Britain to tighten her control over her American colonies.**
   a. New situations called for new plans.
   b. Pontiac's War convinced Grenville that he was right.
   c. A new program for colonial control was put into effect.
      (1) The Proclamation of 1763 aroused the colonists.
      (2) The Navigation Acts were strictly enforced.
      (3) The Stamp Act was passed.
2. **The American colonists reacted to strict control by the Mother Country.**
   a. Colonists disliked Grenville's program.
   b. The colonists took vigorous action against the Stamp Act.
      (1) No taxation without representation.
      (2) The Stamp Act of Congress protested.
      (3) The Sons of Liberty were organized.
      (4) A colonial "boycott" brought repeal of the Stamp Act.
   c. New laws aroused new opposition in the colonies.
      (1) The Townshend Acts angered the colonists.
      (2) The colonists resisted the Townshend Acts.
      (3) The Boston Massacre added to opposition.
      (4) The Boston Tea Party caused more trouble.
3. **Great Britain punished the colonists.**
   a. Laws planned to punish Massachusetts were called the Intolerable Acts.
   b. The First Continental Congress met to decide what should be done.
   c. The colonists prepared to fight.
   d. The British acted and the battles of Lexington and Concord were fought.

C. **The thirteen English colonies won their independence.**
1. **The Americans decided to declare the thirteen colonies independent of Great Britain.**
   a. Great Britain and the colonies drifted farther apart as fighting continued.
      (1) The battle of Bunker Hill proved that the colonies could fight.
      (2) Colonial troops forced the British out of Boston.
      (3) Ethan Allen and his group of patriots captured Ticonderoga and Crown Point.
      (4) The invasion of Canada failed.
      (5) The British attack on Charleston, S.C., was unsuccessful.
   b. The colonies declared themselves independent.
      (1) The British government passed stricter laws and hired Hessian soldiers.
      (2) Thomas Paine edited "Common Sense."
      (3) The Second Continental Congress adopted the Declaration of Independence.

Motion Pictures:
0-1044 **American Revolution: Background Period**
0X-109 **Resolve of Patrick Henry**

Motion Pictures:
0X-95 **Boston Massacre**
0X-85 **Boston Tea Party**
0X-187 **Give Me Liberty**

Report: Minutemen

Report: Independence Hall
Paul Revere's Ride

Plan a class program for the reading of Longfellow's poem "Paul Revere's Ride." Several readers can take part. Others may provide background music and art to illustrate the story.

Motion Pictures:
00-171 **Benjamin Franklin**
00-173 **Thomas Jefferson**
0-707 **Jefferson, The Architect**

Write a short story or essay on one of the following topics:
The Shot Heard Round the World
(Imagine you were at the Battle of Concord)
The Story of Valley Forge
The Tea Party
(Imagine you were one of the "Indians" who dumped the tea)

Book Reports: **Haym Solomon**
Johnny Tremain
Leader by Destiny
Young Lafayette
I Have Just Begun to Fight

Motion Picture:
0-1045 - **American Revolution: War Years**

2. Americans had some advantages in the War for Independence.
    a. The United States had some weaknesses.
        (1) The patriots lacked money and equipment.
        (2) Loyalists opposed the patriots.
    b. The United States had its strength.
        (1) The patriots fought for a cause they believed in.
        (2) The patriots received foreign aid.
        (3) General George Washington was an excellent leader.
3. The thirteen colonies won their independence.
    a. The Middle States became a battleground.
        (1) The British took New York City.
        (2) Nathan Hale gave his life.
        (3) Washington retreated into New Jersey..
        (4) The victories of Trenton and Princeton cheered the patriots.
        (5) The British planned to crush the Americans at Albany but the battle of Saratoga decided the outcome of the war.
        (6) Washington and his army spent the winter at Valley Forge.
        (7) Fighting ended in the Middle States.
        (8) A traitor planned to betray his country.
    b. The war was waged on the frontier and at sea.
        (1) George Rogers Clark won the Northwest.
        (2) John Paul Jones won respect for the American Navy.
    c. The war in the South brought victory to the Americans.
        (1) The British gained control of Georgia and most of South Carolina.
        (2) Cornwallis was defeated at King's Mountain by frontiersmen.
        (3) General Greene led patriot troops and won a victory at Cowpens,S.C.
        (4) General Cornwallis returned with all of his forces to the coast and was forced to surrender at Yorktown.
        (5) American independence was recognized by the Peace Treaty of 1783.

Write an edition of "Common Sense," Thomas Paine Author.

Study the Declaration of Independence.
Motion Pictures:
OX-91 **Signing of the Declaration of Independence**
OO-184 **Declaration of Independence**
OO-190 **Our Living Declaration of Independence**

Make a record in pictures with illustrations showing important events of the period from 1763 to 1783.

Plan a campaign. Organize the class as George Washington's staff and plan the strategy of one of his most successful campaigns. The staff work should include communications, ordinance (guns and ammunition) supplies, food, map makers, engineers (road builders, bridge builders). The staff must receive its information from spies and scouts and captured dispatches. Use your imagination. For information use your text book and good reference books.

Report on Valley Forge.

Make a diorama of a scene at Valley Forge during the winter of 1778. Show ragged, barefoot soldiers drilling under General Von Steuben.

Motion Picture:
OO-278 **American Revolution**

Learn the story of the Flag. Trace the beginnings of the American flag from early colonial times until adoption of Stars and Stripes during the revolution.

Motion Picture:
O-230 **Lafayette, Champion of Liberty**

Make an atlas. Prepare an atlas of maps showing the campaigns and battles of the Revolution. Consult Adams' **Atlas of American History.**

Motion Pictures:
OO-545 **Battle of Yorktown**
OX-104 **Surrender of Cornwallis at Yorktown**

Report: Statue of Liberty

Motion Pictures:
00-57 **Land of Liberty, Part I Colonial Period to 1805**
0-215 **Invitation to the Nation**
0X-30 **National Colonial Historical Parks**
0X-92 **Washington's Farewell to His Soldiers**
0X-264 **Mount Vernon in Virginia**

CULMINATING ACTIVITIES

Any one of the following is suggested:

A panel discussion on an "Evaluation of This Unit"

or

A Pageant, "The March of Time," given in four acts

Act I – Spanish, English, and French colonizers shown by means of speech, acting, and dancing

Act II – A scene from the French and Indian War to show the conflicts that took place among these colonies as they struggled to maintain their claims

Act III – A scene showing a meeting of the Security Council of the United Nations and how it works with present-day African problems

Act IV – This act should show the relationship of nations in that new world of tomorrow when all nations are peaceful, respected, self-respecting and equal, holding high the torch of liberty, and living in a world of "The Brotherhood of Man."

EVALUATION

This unit should give seventh grade pupils necessary information concerning the founding of Spanish, English, and French colonies in the Western Hemisphere and show how colonialism was outgrown as the colonists earned their right to be independent.

This concept has temendous bearing on the present world problems of colonialism, independence, and self-government. The English colonists in America were prepared for independence and self-government because the New England town meetings and the colonial assemblies had been good training schools in self-government. Had the Spanish and the French colonists been permitted similar opportunities, no doubt there would be far greater stability in the Latin American republics today.

Seventh grade pupils can see the difference between colonial exploitation, and the lack of educational and governmental opportunities, and the more liberal and far sighted policy that allows participation in colonial affairs including a part in the government.

Pupils can see that many of the world's ills today are the results of wrong attitudes and practices of imperialism.

These skills should be an outcome of this unit of study:

Reading maps, pictures, and charts

How to locate places by using the knowledge of latitude and longitude

How to trace routes - the colonial period provided ample opportunity for tracing routes of the Spanish, French , and English in the founding of colonies in the Western Hemisphere

How to tell directions

How to estimate distances

How to compare areas

How to see the lay of the land such as the use that the pioneers made of rivers, valleys, and mountain gaps in going west

How to use dates in studying history, for dates are the pegs upon which history is hung

How to use the library

RESOURCES

Texts

Casner & Gabriel	**Story of American Democracy**	Harcourt Brace
Devereaux	**America's Own Story**	Harr Wagner
Kolevson-Heine	**Our World and Its Peoples**	Allyn and Bacon
Lansing	**Makers of the Americas**	D. C. Heath
McGuire, et al	**Story of American Freedom**	MacMillian
Moon	**Story of Our Land and People**	Henry Holt
Wilder, et al	**This Is America's Story**	Houghton Mifflin

References

Hughes, et al	**Western Lands**	Allyn and Bacon
Hamer, et al	**Exploring Our Country**	Follett

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Unit Three: Patriotism

Special Unit Project

OVERVIEW

In our effort to become world-minded we need to guard against the loss of our country's identity. We need to maintain in our hearts the love of our own country – the United States. Only in this way can we help others understand the importance of being a citizen of the United States.

The fundamental principles of patriotism remain the same even though the current applications change. Unswerving loyalty and unselfish devotion to our country stem from an active constructive state of thought.

As we utilize a positive, active force in helping correct weaknesses and revive our sincere love for our country, we must be able to help preserve for posterity all that we now hold sacred. We cannot rest upon memory. What has been achieved cannot continue to be enjoyed without new achievement.

It is hoped that this unit will awaken both teacher and pupil to the imperative need for modern and current patriotism.

SPECIFIC OBJECTIVES

To teach the student that his country belongs to him to cherish and to defend

To teach the various ways in which patriotism can be shown by each person

To instill a reverent and grateful attitude towards all that we hold sacred about our country

To help the student see his own responsibilities and that he too represents his country as a citizen

To show the part that patriotic men and women have taken in our land of freedom

To emphasize the dignity of and the importance of the individual in the United States

The unit could be introduced with the following questions for discussion:

What is patriotism?
Is patriotism as necessary today as it is in active war time or as it was in the early days of our country? Why?
What does it mean to be an American citizen?
What does it mean to be patriotic?
Why has our nation been a leader?
How can we express appreciation and love for our country?

OUTLINE OF CONTENT

I. Past and present patriotism

A. Qualities our patriots have possessed.
  1. Unselfishness
  2. Courage
  3. Faith
  4. Loyalty

B. Exemplification of American ideals.
  1. Patriotic men (historical)
    a. Benjamin Franklin
    b. Patrick Henry
  2. Patriotic women (historical)
    a. Barbara Fritchie
    b. Deborah Sampson

C. Respect for sectional characteristics of our country.
Example – New England thrift
Middle Western farming

D. Monuments and historic landmarks (preserve and protect)
Example – National
State
Local

E. Student responsibilities
  1. Keep informed.
  2. Protect property.
  3. Revere monuments and historic sites and what they represent.
  4. Obey laws.
  5. Improve community.
  6. Serve community (Scouts, nurse's aid).

LEARNING EXPERIENCES AND ACTIVITIES

Keep a patriotic file or scrapbook.
Make a list of qualities of a patriotic person.
Draw pictures representing qualities.
Prepare a list of our ideals, slogans, and quotations that emphasize patriotism.
Make posters using slogans.
Read biographies and patriotic speeches.

Write a character sketch of a famous person.

Compare an historical patriot with a modern patriot.

Decide the qualities of a good-government candidate and acquaint others with these qualities. Visit the city council meetings.

Visit court while in trial procedure.

Field trips (include General Services Administration, National Archives and Record Center.)

F. Patriotic organizations and objectives
   1. Daughters of American Revolution (patriotic, historical, educational).
   2. American Legion (advancing veteran aims).

G. Armed services
   1. Names of branches
   2. Recognize insignia

H. Documents of freedom (use opaque projector)
   1. Declaration of Independence
   2. Constitution
   3. Gettysburg Address

II. Patriotic symbols and story

A. Eagle
B. Liberty Bell
C. Statue of Liberty
D. Great Seal
E. Flag
   1. What it represents
   2. Parts
   3. History
   4. Etiquette
   5. Glossary of terms
   6. When and where flown
   7. Federal and State legislature
   8. Pledge of Allegiance (Give daily as a sacred, reverent experience. Don't chop phrases or give in a perfunctory manner. Emphasize meaning.)

III. Patriotic poems (memorize at least four).

IV. National songs

A. Know the tune
B. Know the history

V. National characters

A. Yankee Doodle
B. Uncle Sam

VI. Motto

A. History
B. Where used

Plant flowers and trees.

Prepare clean-up chart.

Read and discuss poem "God Give Us Men" by Joseph G. Holland.

Keep a record of local patriotic events.

Be able to identify insignia. Bring samples to school. Draw insignia.

Prepare reports which emphasize the significance of these great documents.

Develop a today's version of the Gettysburg Address for the citizen.

Display of symbols.

Exhibit of posters.

Have a play, pageant, dialogue, panel, demonstrations, and reports. Make a flag survey. Ask neighbors to fly the flag. Help elderly or handicapped raise the flag. Have a question and answer drill.

Learn flag drills with music for a program. (Sousa's March) Stand at attention and learn the correct way to salute the flag.

Memorize flag poems and write new ones.

Use choral reading from Henry Holcomb Bennett's poem, "The Flag Goes By."

Compose musical selections for flag poems.

List from memory the days the flag should be flown at their homes. Be able to raise, lower, and fold the flag correctly.

Each pupil should know all the verses of the "Star Spangled Banner."

CULMINATING ACTIVITIES

Present a playlet in room or in the auditorium.

Class write a play emphasizing patriotic concepts of this unit.

Pageant from "Your Flag and Mine".

Students representing various patriots of the past stand on a box like a statue dressed to represent their characters. A narrator reads their accomplishments.

EVALUATION

Oral test
Written test
Matching test
Completion test
Multiple choice test
True or false test
Correlative assignments
Sample tests:

Vocabulary Quiz – Underline words most nearly synonomous to word in left column:

Esteem – – – – – respect, height, power, distaste.

Endow – – – – – – educate, disown, support, establish.
Distress – – – – – tension, disorder, gloom, suffering.
Fourscore – – – – forty, eighty, one hundred, eight.

Quiz on the flag –

Who is said to have made the first United States flag?
Where is the banner preserved which inspired our National Anthem?
What is the meaning of the flag at half mast?
In what manner is the flag raised and lowered?
At what time is it raised and lowered?
When may the flag be flown at night?
Where does the flag fly both day and night?
How is the flag flown in an emergency?
What do the colors designate?
Where is the flag on a staff placed on a platform?
Where is the flag displayed on the floor of an auditorium?
How is the flag displayed on a wall?
If the flag and a pennant are displayed on a staff, where is the United States flag?
How is the flag placed on a coffin?
Name the countries that have had flags for a long time.
How is the flag displayed across a street running east and west?
How is the flag displayed on a street running north and south?
How are the flags at the United Nations displayed?
How are the several flags with that of the United States displayed?
Why does our flag have thirteen stripes?
What determines the number of stars?
Give two positions for a flag in a parade.
How is our flag displayed the morning of Memorial Day?
How is the flag displayed the rest of the day?
Why is the flag flown on October 12?
What day is designated as Flag Day?
What is celebrated on September 17?
Name ten days the flag should be flown.
Why is the flag flown on the third Saturday in May?
When a flag has become too worn to be used, how is it disposed of?
What colors are most often found in flags?
Why are these colors used?
What is the birthday of Missouri?
Can any flag be flown above that of the United States? (During church services in the navy, the church flag is above).
What are some of the emblems found on colonial flags?
What does the Latin mean on the Missouri flag? (Let the good of the people be the supreme law).
What animals are found on the Missouri seal?
How many stars are around the seal of Missouri?
Who designed the Missouri flag?
Who designed the seal of Missouri?
When was the United States flag adopted?
How many stars were in our first flag and how were they arranged?

When is the flag displayed at schools?

What buildings display the flag regularly?

What is the Missouri state flower?

Where and when was the fifty-star flag first flown? (Ft. McHenry, Maryland, July 4, 1960)

Additional evaluation techniques:

Write a paragraph telling why you think the American way of life is best. Try to prove your point.

Tell what you have learned in this study that you did not know before. (Oral or written)

What qualities are needed to preserve your nation and tell whether they are just for our leaders or are for all men.

Discuss patriotism with other people. What was their idea of patriotism?

How many flags have you seen on holidays? Why so few?

Write an essay on "Celebrating Independence Day." Contrast customs then and now.

Give a description of a patriotic citizen (written or oral).

Give a talk on "Assuming My Responsibilities Shows My Love for My Country."

RESOURCES

Books

References for teacher and student

Harriet M. Brown and Joseph F. Guadagnalo	**America is My Country** (This contains slogans, documents, songs, characters, symbols, creed, speeches.)	Houghton Mifflin
C. A. Browne	**Story of our National Ballads** (This book gives information about the author and how the song came to be written.)	
Cammack	**Poems to Be Used in Public Schools**	
Carmer	**America Sings**	Knopf
Thomas Curtis Clark	**Poems for Special Days and Occasions**	Richard Smith
Alice Curtis Desmond	**Your Flag and My Flag** (Excellent)	Macmillan
Jay E. Greene	**Essays for Modern Youth**	Globe
Wilma P. Hays	**Freedom** (26 significant documents)	Coward McCann
Wm. J. Iverson and Agnes L. McCarthy	**Prose and Poetry Journeys**	L. W. Singer
G. V. Labadie	**Americanism** (Qualities needed and insignia of armed services)	Jenkins Music Co., Kansas City
Robert Lawson	**Watchwords of Liberty** (A pageant of American quotations)	Little Brown
Dr. John Henry Lyons	**Stories of Our American Patriotic Songs** (Excellent)	Van Guard Press
J. Elmer Morgan	**The American Citizen's Handbook** (Main Library)	National Educ. Asso. Washington, D. C., 1941 Revised 1956
	Encyclopedia – **World Book**	

References for student (Consult libraries and texts)

Cordier & Robert	**History of our United States** (Lists American ideals)	Rand McNally
Gerald W. Johnson	**America is Born, America Grows Up, America Moves Forward** (Series)	Landmark Series Wm. Morrow

References for teacher

Florence Haie	**Democracy and Patriotism** (This book contains pageants, tests, plays, songs, posters, pictures, and lesson material.)	Educational Publ. Corp. Darien, Conn.
Mary E. Hazeltime	**Anniversaries and Holidays** (A calendar of days and how to observe them)	American Library Asso.
Van Doren	**Patriotic Anthology**	Doubleday, Doran

Magazines

American Legion, April, 1961

Current Event Yearbook, 1956

This Week, July 3, 1960

Plays

Esther C. Averill	**Salute to the Flag**	Baker's Plays Published 178 Fremont St. Boston, Mass.
Agnes Curtis	**Good Plays for Patriotic Holidays** (A collection of one-act patriotic plays to be used in upper grades and throughout high school)	T. S. Denison
Winifred B. Fletcher	**Stars Over America** (A flag play in four scenes for junior high schools)	Boston and Norwell, 80 Boylston St. Boston, Mass.
Helen Starr	**Patriotic Plays for Schools** (A collection of eight suitable one-act plays for high school pupils)	Drama Guild

Bulletins and Pamphlets

Flag of the United States – a bulletin giving the Flag Code, Missouri Pamphlets, Jefferson City, Missouri

Channing L. Bete	**You and Your Flag** (Excellent, scriptographic)

Articles

Mark Laughlin, "On Hearing the National Anthem"	**Missouri's Youth Writes** Missouri Asso. of Teachers of English Spring, 1961	
"We Inherited More Than Independence"	**The Kansas City Star**	July 3, 1960
"Our Flag"	**National Education Association Journal**	October, 1959
"Teach Pledge of Allegiance"	Annette Portney **School & Community**	March, 1961
"We Hold These Truths"	Upton Rolland **National Association Journal**	April, 1961

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

14 Full-Color Reproductions depicting heroic exploits of American fighting men. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

Informative Classroom Picture Publishers, Grand Rapids, Michigan

Symbols of Freedom Posters F. A. Owen

Motion Pictures:

00-296 **Man Without A Country**

00-186	**Flag Speaks – Color**
0X-20	**Heritage We Guard**
00-412	**American Flag – Color**
0-605	**Our Country's Flag (Revised) Why It Should Be Respected**
0-930	**Our Country's Emblem – Color**
0-672	**Other People's Property**
0-673	**Our Community**
0-961	**Missouri – Color**

Filmstrips:

F-404	**Flag Etiquette**
F-405	**History of the Flag**
F-406	**Our National Anthem**
X-1196	**"Independence Day"**

Transcription

T-22 – Cavalcade of America Series
The Story Behind the Song – Star Spangled Banner

Records

R-61	**Betsy Ross and the First Flag**
R-65	**Star Spangled Banner**

Charts

C-3	**Anthem – America**

Tape Recorder

Opaque Projector

Stamp and Coin Collections

ESOURCES

American Legion
Community Relations Bureau
Daughters of the American Revolution
Daughters of the Confederacy
Naturalization Board

Sons of the American Revolution
Veterans of Foreign Wars

Unit Four: The Spirit of Independence Affects Canada and Latin America.

Suggested Time – Four Weeks

OVERVIEW

The Thirteen Colonies gained their freedom from Great Britain. This success affected both Canada and Latin America. They both wanted their freedom, too. Canada did not gain her freedom but did gain Dominion status. The countries of Latin America were successful in throwing off the yoke of several European countries.

SPECIFIC OBJECTIVES

To show the effect the American Revolution had on America's neighbors

To show how Canada gained more self-government

To show how most countries in Latin America gained their freedom

To better understand our Western Hemisphere neighbors

OUTLINE OF CONTENT

I. Canada is affected by the American Revolution.

  A. The British government tries to gain the loyalty of New France.
    1. French people wonder what is to become of them.
    2. The British government does not want the French to adopt English customs.

  B. The American colonies fail to capture Quebec.
    1. Green Mountain Boys clear the way.
    2. Americans hold Montreal several months.

  C. The American colonies fail to get aid from the French in Canada.
    1. French dislike the Americans.
    2. Canada remains a British possession.

  D. American loyalists move to Nova Scotia and Canada.
    1. British government welcomes the loyalists.
    2. 30,000 people go to Nova Scotia.
    3. 10,000 people go to Quebec.

  E. English-speaking people form the beginnings of British Canada.
    1. Great change in population
    2. Immigrants come from British Isles.

  F. English-speaking Canadians demand and receive more rights.
    1. Quebec divided
    2. Each province to have separate government

II. Canada has a peaceful revolution.

  A. The British plan of government keeps a tight rein on Canada.
    1. No self-government.
    2. Aren't to have the opportunity to revolt

  B. Canadians demand reforms in their government.
    1. Government responsible to the people.
    2. Reformers start to work.
    3. Riots and fighting break out.

  C. Lord Durham's report favors changes in the Canadian government.
    1. The colonists do not exist simply for the good of the mother country.
    2. Suggests the two Canadas be united

LEARNING EXPERIENCES AND ACTIVITIES

Draw and color an outline map of Nova Scotia and New Brunswick.

Make a report on the French people including the reasons for their being there.

Give a report on Ethan Allen.

Give a report on the other activities of the Green Mountain Boys.

Locate Montreal on a map.

Make a report on Montreal.

Make a report on the Acadians.

Read "Evangeline," Pupils may want to learn part of the poem.

Have a panel discussion on Americans and the Loyalists. Attempt to bring out the Loyalists' side and the reasons they moved to Canada.

Have students write a paragraph on "Why People Came from the British Isles."

Color a map showing the provinces.

Have a panel discussion or debate on Canada wanting more freedom from Great Britain.

Explain dominion government.

List the other countries that have dominion status.

Discuss the terms loyalists, reformer, responsible government.

Make a report on the Old Fort at Toronto.

Color a map of the two Canadas.

Make a report on the life of Lord Durham.

Have a panel discussion on Durham's Report. Be sure to include the influence of the report and the changes it made.

Starting with Great Britain, list the countries under her and their stature.

D. Canada receives responsible government.
  1. Governor responsible to the elected assembly.
  2. Nova Scotia and New Brunswick receive same.

III. Canada becomes a wakening giant.

A. Canada and the United States are interested in each other.
  1. Close in descent
  2. Customers of each other
  3. Investments in each other
  4. Allies together

B. Topography
  1. The Maritime Area
  2. The St. Lawrence Valley
  3. The Canadian Shield
  4. The Prairie Provinces
  5. The Pacific Coast

C. Climate
  1. Humid continental
  2. Steppe
  3. Marine
  4. Taiga
  5. Tundra

D. Industrial development
  1. Agriculture
    a. The breadbasket of Canada
    b. Orchard lands
    c. Dairying
    d. Potatoes
  2. Fishing
  3. Forest industries
  4. Fur industry
  5. Water power resources
  6. Mining
    a. Nickel
    b. Platinum
    c. Uranium
    d. Iron
    e. Asbestos
    f. Petroleum
    g. Natural gas
    h. Coal
    i. Titanium
    j. Other minerals
  7. Manufacturing
    a. Raw materials influence location of industries.
    b. Aluminum
    c. The industrial heart of Canada

E. Centers of manufacturing and trade.
  1. Montreal
  2. Toronto
  3. Other important centers

F. Transportation is important.
  1. Railroads
  2. Highways
  3. Airplanes
  4. Waterways
  5. The St. Lawrence Seaway Projects

G. Who are the Canadians?
  1. Descendants of immigrants

Draw a poster showing why we are interested in Canada.

Have a panel discussion on "Why We Must Be Friends."

Divide into groups. Each group is to report on a province.

Make a notebook with pictures of Canada.

Motion Pictures:

0-32	**Banff and Lake Louise**
00-511	**Canada: Atlantic Provinces**
00-558	**Canada: Prairie Provinces**
0-729	**Fur Trappers of the North**
00-512	**Canada: Pacific Province**

Make a map of the provinces.

Motion Picture:

0-829	**North Pole**

On a wall map, contrast the wide difference in climate and put cards on it telling the reasons for the difference in climate.

Write an illustrated story of the industries of Canada.

Motion Picture:

00-552	**Canada: Industrial Province**

Form a committee to prepare an exhibit of products made from minerals that come from Canada.

Write about an imaginary trip to some part of Canada.

Make a chart of the minerals and list their qualities. Gather examples or pictures of these.

Make a picture map of Canada showing the industries.

Contrast on a chart the resources of Canada and the United States.

Locate the centers of manufacturing and trade on a a map.

Plan a tour of Canada.

Illustrate on a graph or chart the distribution of population. Give several reasons for this.

Have a debate on the St. Lawrence Seaway.

Have a report on the benefit of the St. Lawrence Seaway to both countries.

2. French Canadians 3. English-speaking Canadians 4. Small population a problem	
H. Canada's government	Prepare a chart which shows the structure of the Canadian government.
I. Canada in world affairs	Motion Pictures: 00-84 **Peoples of Canada** 0-286 **French Canadians**
IV. The Spanish colonies gain their independence.	
A. The Spanish colonies face greater difficulties than the English colonies. 1. Land spread out 2. Mountain ranges and dense jungles 3. Iron rule of king	Compare the land of North and South America and the influence it had on the people's fight for freedom.
B. The Spanish have grievances. 1. Creoles have no part in public offices. 2. No voice in government 3. Reading material censored 4. Cannot visit the United States	Discuss the Creoles. Compare the complaints of the Thirteen Colonies and the Spanish Colonies.
C. The American and French revolutions influence the Spanish colonies. 1. Learn of their success 2. Secret societies for revolution	
D. The struggle for Mexican independence is begun by Father Hidalgo. 1. Does not want the Creoles' help 2. Father Hidalgo executed	Give a report on Father Hidalgo.
E. The Creoles take over the movement for independence and succeed. 1. Iturbide, a Creole, crowned emperor 2. Republic of Mexico in 1824	Make a group project on the "Cry of Dolores." Include pictures, history, meaning. Make a wall chart. List the problems of liberating South America and United States.
F. Miranda is the Father of the revolution in Venezuela. 1. Young Creoles follow him. 2. Success is short lived.	Make a picture report on the life of Miranda.
G. Bolivar becomes leader of the Venezuelan Revolution. 1. Takes over after Miranda's death 2. George Washington of South America	Give a report comparing Bolivar and George Washington. Make pictures illustrating the meaning of the words: dictator, liberator, exile.
H. Bolivar wins independence for Colombia and Venezuela. 1. Defeats troops in Colombia 2. Wins victory in Venezuela	Discuss the importance of the Andes Mountains.
I. San Martin becomes a leader in the South. 1. Born in Argentina 2. Helps free all of South America	List the important events in the life of San Martin. Motion Pictures: 0-72 **Chile: People of the Country** 00-29 **Highlands of the Andes** 0-312 **Peru**
J. San Martin frees Chile. 1. Goes over the Andes 2. Great victory	
K. San Martin enters Peru. 1. Goes to Lima 2. Wins freedom in Peru	Compare on a wall chart the gaining of freedom of Chile, Peru, and Argentina.
L. San Martin resigns in favor of Bolivar. 1. San Martin joins Bolivar. 2. San Martin goes to Europe.	Make a map showing the dates that countries of South America won their freedom.
M. Spanish control in South America comes to an end.	

1. 1824 South America free
2. Become free republics

V. Brazil becomes independent.

A. Portuguese claim and colonize Brazil.

B. Brazil becomes the home of the king of Portugal.

C. Brazil becomes independent of Portugal.

VI. We learn about our southern neighbors.

A. We are interested in Latin America.
  1. Good neighbors
    a. World War II is test.
    b. United States helps Latin America.
  2. Learning from each other
  3. Trade with each other
    a. An important source of raw materials
    b. An important market for American goods
    c. Latin America holds opportunities for investment.

B. Location and topography
  1. South America faces east.
  2. Mountains and plateaus
    a. The backbone of South America
    b. Eastern highlands
    c. The Bolivian plateau
  3. The great river valleys

C. Climate
  1. Tropical rain forest
  2. Tropical savannas
  3. Humid subtropical region
  4. The deserts of South America
  5. Mediterranean climate
  6. Marine climate
  7. Climate is vertical

VII. The region is rich in natural resources.

A. Agriculture
  1. Products
    a. Bananas
    b. Sugar
    c. Cocoa
    d. Coffee
    e. Cattle and wheat
    f. Sheep
    g. Cotton
    h. Corn
    i. Chicle
    j. Rubber
  2. Problems of agriculture
    a. "All eggs in one basket"
    b. The large landholder
    c. The small farmer

B. Forest industries
  1. Forest resources
  2. Products

C. Water power

D. Mining
  1. Copper
  2. Nitrates
  3. Petroleum
  4. Tin
  5. Iron
  6. Manganese
  7. Antimony

Make a fact chart on why Brazil was under Portugal and most of the other countries under Spain.

On an outline map locate the countries of South America.

Motion Pictures:

0X-6 **Americans All**
00-44 **Good Neighbor Family**

Panel discussion of the "Good Neighbor Policy"

Make a bulletin board display of "Products of Latin America."

Motion Picture:

0-1052 **Geography of South America**

Make a map or wall chart to show the population density and the climate.

Prepare a report of a trip up the Amazon River into the tropical rain forest region of South America. In your report include information about vegetation, animal life, people, and dangers.

Make a drawing with explanations to show the rainfall east and west of the Andes Mountains.

Prepare a bulletin board display on the "Story of Coffee."

Have a class committee prepare an exhibit on the leading agricultural products of Latin America.

Make a picture story of bananas.

Make a forest products map of Latin America.

8. Silver
9. Platinum
10. Diamonds
11. Asphalt
12. Bauxite

E. Manufacturing
1. The vital six
a. Lack of coal
b. Scarcity of capital for manufacturing
c. Shortage of skilled and educated workers
d. Poor transportation
e. Limited home markets
f. Unstable governments
2. Factories in the homes
3. Factories depend on agriculture.
4. Manufacturing on rise
a. Uncertain foreign markets
b. Effect on World War I and II
c. Foreign money and domestic resources

F. Transportation
1. The "big ditch" helps industry.
2. Highways in the skies

G. Key centers of manufacturing and trade
1. Buenos Aires
2. Rio de Janerio
3. Mexico City
4. Sao Paulo
5. Santiago

VIII. We find out about the people and their government.

A. People of Latin America
1. A fast-growing region
2. Who are the Latin Americans?
a. The Europeans
b. The Indians and the Mestizos
c. The Negroes
3. The influence of the Indians and Spaniards in Latin America.
4. Family life
5. Religion in Latin America
6. The Middle class
7. The Three R's
8. Health problems
9. Everyday living in Latin America
a. Jose, the Mexican
b. Carlos, the Uruguayan
c. Alfredo, the Argentinian

B. Political developments
1. Dictatorships are common
2. The future of democracy in Latin America

IX. Mexico is our neighbor to the south.

A. We are interested in Mexico.
B. Topography
C. Climate
D. Agriculture
E. Mining
F. Manufacturing

X. Puerto Rico is a possession of the United States.

A. We are interested in Puerto Rico.

B. Agriculture
1. Sugar
2. Tobacco

Make a poster titled "Industry on the Rise in Latin America."

Conduct a panel discussion on the topic: "The Future of Industry in Latin America."

Make a bulletin board display on the topic "The Vital Six Obstacles to the Industrial Development of Latin America."

Make a clay model of the Panama Canal.

Prepare a report on the Canal.

Motion Picture:

00-99 **Roads South** (Transportation in Central and South America)

Select any one of the cities of South America. Prepare a report which includes: location, reason for development, important industries.

Motion Picture:

00-8 **Argentina Primer: Buenos Aires**

Make a graph showing the increase in population in any five Latin American countries from 1940-60.

Show in a series of drawings why Latin America needs to raise its standard of living.

Motion Picture:

00-102 **Schools to the South**

Have a radio play interviewing several "Latin Americans."

Make cartoon showing "Democracy Versus Dictatorship in Latin America."

Motion Pictures:

0-309	**People of Mexico**
00-992	**Airplane Trip to Mexico**
0-232	**Land of Mexico**
0-64	**Central America**

Out of clay or papier-mache, make a model of the topography of Mexico.

Tell about an imaginary trip to Puerto Rico.

    3. Other agriculture products
- C. Manufacturing
    1. "Operation Bootstrap"
    2. Needlework the largest industry
- D. People

XI. Argentina is an important country of South America.

- A. We are interested in Argentina.
- B. Trade between Argentina and the United States
- C. Agriculture
- D. Manufacturing
    1. Reasons for limited development
    2. Argentina's industry depends on agriculture.

Motion Picture:

00-450 **Argentina: People of Pampa**

Make a poster on the agricultural products of Argentina.

XII. Brazil has many resources.

- A. We are interested in Brazil.
- B. Agriculture
    1. Coffee
    2. Other agricultural products
- C. Mining
- D. Manufacturing

Motion Pictures:

00-449 **Brazil: People of the Highlands**
00-101 **Paulo**
00-258 **Tropical Lowland** (Amazon River)

Make a map contrasting the land, population, and climate of Brazil.

Form a class committee to prepare a bulletin board display entitled "People and Industries of Brazil."

CULMINATING ACTIVITIES

Make a time line of important dates.

Discuss why the American colonies obtained freedom from Great Britain and Canada did not.

Discuss why Canada's Peaceful Revolution took longer.

Give reasons why Chile and Argentina have been friends since the early 1800's.

Contrast the differences of Washington, Bolivar, and San Martin in helping America shake off the control of European powers.

Make a step ladder of Canada and South America's winning of freedom.

Have a "Who Am I?" program of the important people studied.

Present "You Are There" program.

Make a papier-mache map of Canada's topography.

Have someone who has visited Canada or South America visit the class.

Form a committee to publish a mimeographed class newspaper containing articles and stories about life in Canada.

Make a products map of Canada.

Make a scrapbook about Canada. Divide it into the different sections studied.

Make a scrapbook about South America.

Make a "Who's Who" for the Western Hemisphere.

Make a model of any of the villages or cities discussed.

Make a large chart to discuss what we send Canada and Latin America and what they send us.

Prepare a Western Hemisphere Hall of Fame.

Draw flags of the various countries.

EVALUATION

The pupil should now be able to relate his country's fight for freedom to the rest of the countries of the Western Hemisphere. He should know the nature of the problems facing the people of Latin America and reasons for striving to have friendly relationships with them.

RESOURCES

Texts

Brown & Quadagnolo	**America is My Country**	Houghton Mifflin
Casner & Gabriel	**Story of American Democracy**	Harcourt Brace
Devereaux	**America's Own Story**	Harr Wagner

Kolevzon & Heine	Our World and Its Peoples	Allyn and Bacon
Lansing	Makers of the Americas	D. C. Heath
McGuire, et al	Story of American Freedom	Macmillan
Moon	Story of Our Land and People	Holt
Quillen & Krug	Living in Our America	Scott Foresman
Wilder, et al	This is America's Story	Houghton Mifflin

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Unit Five: The United States is Established on a Firm Basis and Gains the Respect of Other Nations.

Suggested Time – Eight Weeks

OVERVIEW

A new nation must make a place for itself in the world. It must establish a strong government for its people and be able to take its place among other nations. In this unit, we shall study how the United States overcame its difficult problems; how this nation formed a firm union; how the new government got under way; and finally, how our country won a place for itself among the nations of the world.

SPECIFIC OBJECTIVES

To establish a scientific method of inquiry

To evaluate and organize information

To develop the ability to locate and gather information

To think critically and to solve problems

To reach conclusions and formulate possible courses of action

To develop skill in group cooperation, in assuming responsibility, and in exercising leadership

To develop abilities in reading, listening, speaking, and writing

To know how to study controversial issues

To develop the ability to interpret maps, globes, charts, and graphs

To develop a basis set of values and ideals of conduct in keeping with the democratic principles of our Federal Constitution

To appreciate the opportunities that are our heritage, and to fulfill our obligations as American citizens

To learn and appreciate how our plan of government – the Constitution was made, was adopted, and how it became the foundation of our democratic government

OUTLINE OF CONTENT	LEARNING EXPERIENCES AND ACTIVITIES
I. The thirteen states create a firm union under the Constitution.	
A. Before the Constitution is adopted the United States makes early attempts at union. 1. Early attempts at union pave the way for the Articles of Confederation. 2. Articles of Confederation provide a regular government.	Motion Picture: 0-046 **American Revolution, Post War Years**
B. The Articles of Confederation fail. 1. The Confederation runs into trouble. 2. The weaknesses of the Articles prevent the Confederation from working successfully. a. Congress is not given the right to tax. b. Articles of Confederation do not permit Congress to control trade. c. The Confederation has no good way to settle quarrels between or among the states.	List the problems and weaknesses under the Articles of Confederation. Have a playlet showing the movements from state to state. At each border change money into that state's denomination, and pay tax on goods going into the state.
C. The Constitution is written and becomes the foundation of our government. 1. The Constitutional Convention meets in Philadelphia. a. George Washington is elected chairman. b. Able men attend the Convention. 2. Plans for a new government are worked out. a. Articles of Confederation are discarded. b. Virginia proposes a plan for a strong government.	Listen to the record – **Drafting the Constitution** – R-84 Make a picture map illustrating the Constitutional Convention. Show Independence Hall, the important people and the states they represented, the Liberty Bell. Develop a list of Convention leaders. Identify each with a short phrase or sentence. 00-106 **Servant of the People** (Constitutional Convention)

(1) The Congress to make the laws – **Legislative**
(2) A separate branch of government to enforce these laws – **Executive**
(3) United States courts to see that justice is done under the laws – **Judicial**
c. New Jersey offers a plan for a weaker government.
3. The Constitution is written.
a. An agreement is reached at last.
(1) Legislative department
(a) House of Representatives
(b) Senate
(2) Executive department
(3) Judicial department
b. Many compromises appear in the Constitution:
(1) Agree to count 5 Negro slaves as 3
(2) Congress can regulate commerce but can not stop slave trade for 20 years.
(3) The President and Vice-President are to be chosen by electors.
c. The Convention's work is completed September 17, 1787, at Philadelphia.
4. The Constitution is to be accepted.
a. Sent to the states for approval by the state
b. Americans fear the strong government in the Constitution.
c. Jefferson suggests a Bill of Rights that the people may:
(1) Hold whatever religious beliefs they please and worship as they please
(2) Write and print what they please
(3) Be protected against standing armies
(4) Be assured that they will not be thrown into jail without being told the reason for it
(5) Be tried by jury in a court of law
d. Friends of the Constitution campaign for its adoption.
e. The Constitution is accepted.
(1) Nine states accept the Constitution and ratify same.
(2) New government should begin in the spring of 1789.

II. The new government is successfully launched.
A. The government is established by the Constitution.
1. The introduction of the Constitution – the "Preamble"
2. What the Confederation can do:
a. Wage war and make peace, and organize an army and navy when they are needed
b. Control the relations of the United States with other nations
c. Regulate trade with the Indians and regulate other Indian affairs (but not interstate trade)
d. Borrow money to pay necessary expenses

Dramatize the Constitutional Convention with scenes; dialogue centering around the arguments which led to the compromise.

Each member of a panel may present one side of the argument involved in the compromises, and then the whole group may discuss the merits of the compromises.

Read in appropriate texts for answers to these questions:

Which states ratified the Constitution immediately?

Why did ratification run into difficulties in Massachusetts?

Which states rejected the unamended Constitution?

Contrast the publicity methods used by Madison, Hamilton and Jay with those used by government leaders today. The teacher might read selected parts of "The Federalist" to the class.

Motion Picture:

00-67 **Meet Your Federal Government**

Motion Picture:

00-417 **Constitution of the United States**

Emphasize the "Preamble" as a statement of the purposes for which the Constitution was written.

Learn the "Preamble" to the Constitution. Look up the meaning of any word you do not know.

Write a brief explanation of the six leading phrases of the "Preamble." Use your dictionary. When the class has selected the best explanations, divide the group into soloists, and chorus. The chorus presents the "Preamble", pausing after each phrase, while the soloist explains its meaning.

    - e. Ask each of the states to raise money to pay the expenses of the government
- 3. The Government under the Constitution can
    - a. Declare war, make peace, organize army and navy
    - b. Control relations of United States with other nations
    - c. Regulate trade between states and foreign nations
    - d. Borrow money to pay necessary expenses
    - e. Tax the people directly
    - f. Coin all money and regulate its value
    - g. Organize courts of justice to decide disputes between states, citizens, and the United States, according to the Constitution
    - h. Govern the capital city and territories not yet made into states
    - i. Do anything else which is necessary to carry out powers mentioned.
- 4. Certain powers are left to the states.
    - a. The United States should be able to control all matters that concern all the states.
    - b. Each of the states is free to control matters that do not reach over into other states and affect them.
- 5. The Bill of Rights guards our liberties.
- 6. The Constitution can be changed.
- 7. The new government has three branches.
    - a. The **Legislative** branch-Congress
    - b. The **Executive** branch headed by the President
    - c. The **Judicial** branch consists of the Supreme Court and the less important federal courts.
    - d. To divide the government in this way, into separate branches, each with its own powers, is called **Separation of Powers.**
        - (1) One branch may check on another.
        - (2) This limiting of power is called a system of checks and balances.

B. The new government settles certain important problems.

- 1. The new government is set in motion.
- 2. Washington chooses a cabinet.
    - a. Department of State – Secretary of State, Thomas Jefferson
    - b. War Department – Secretary of War, Henry Knox
    - c. Treasury Department – Secretary of the Treasury, Alexander Hamilton
    - d. Attorney General, Edmund Randolph – to advise government on legal matters
- 3. The new government faces difficult financial problems.
- 4. Hamilton is well suited for the job of putting government finances in order.
- 5. Hamilton tackles the problem of the nation's debts.
- 6. Hamilton makes a bargain.

Motion Pictures:

0-606	**Our Living Constitution**
0-474	**Powers of Congress**
0-298	**Our National Government**

Examine the Bill of Rights in the Constitution. Work out a brief, understandable statement of each right. Make original posters illustrating terms in the Bill of Rights.

Have the students list the five rights which they consider most important, followed by a reason for each choice.

Motion Picture:

00-163	**Bill of Rights**

Use the Constitution itself for information on these points:

Divisions of Congress
Qualifications of
a. A senator
b. A representative
Representation by population
Powers of Congress

Motion Pictures:

0-529	**Your Government, The Congress**
00-50	**How a Bill Becomes a Law**
0-205	**How We Elect our Representatives**
00-385	**Congress**
0-552	**Your Government: The Presidency**
00-406	**President**
0-563	**Your Government: The Supreme Court**
0-409	**Supreme Court**

Locate answers to these questions:
What are the main responsibilities of the Supreme Court?
How many members does the Supreme Court have?
Who is the present Chief Justice?

Special report: Tell class about a famous decision by the Supreme Court. Indicate reasoning behind both majority and minority opinions.

Discuss how the President may check on Congress; how Congress may check on the President; how the Supreme Court may check on the other two branches of government.

Motion Picture:

00-198	**George Washington**

Read an account of Washington's inauguration.

7. Hamilton establishes a United States bank – called the Bank of the United States.
8. Hamilton suggests a new tax.
9. A rebellion against the Whisky Tax fails.
10. The government is well established.
    a. It has been successful in meeting its first tests.
    b. It has shown that its laws must be obeyed and has earned respect by arranging to pay the money it owes.

C. Political parties are formed and struggle for control of the government.
1. Hamilton's plans lead to political parties.
    a. When people who hold the same ideas unite to influence the government, it is a political party.
    b. Thomas Jefferson's party – the Democratic Republican party-becomes the Democratic party.
    c. Hamilton's party is called the Federalist party.
2. Political parties get under way in Washington's administration, 1789–1797.
3. John Adams, Federalist, is elected President, 1797–1801.
4. Thomas Jefferson, Democratic–Republican, becomes President, 1801–1809.
5. The Federalist party disappears in 1817.
6. John Marshall becomes the Chief Justice of the Supreme Court of the United States, 1801–1835.
7. Because there is only one political party with no contest for the election, the years of Monroe's presidency are known as the Era of Good Feeling.

III. The United States gains the respect of other nations.

A. Wars in Europe cause the United States to have trouble with Great Britain and France.
1. The United States in 1789 is a weak nation.
2. The French Revolution leads to war in Europe.
3. The United States remains neutral.
4. The British seize American ships and seamen.
5. John Jay makes a treaty and prevents a war – 1794.
6. France begins to capture American ships as does Great Britain.
7. The XYZ Affair angers Americans.
8. The United States fights an undeclared war with France.
9. France and the United States reach an agreement.

B. The United States is able to purchase a vast territory beyond the Mississippi.
1. The Mississippi River and New Orleans are important to the West.
2. New Orleans becomes French.
3. Jefferson acquires all of Louisiana for $15,000,000 in 1803.

C. The United States goes to war with Great Britain a second time in 1812.
1. The United States comes to blows with

Discuss some of the problems faced by Washington when he became president.

Motion Picture:
00-212 **Alexander Hamilton**

Compare the present cabinet in size and composition with Washington's cabinet. (Use **World Almanac** and current affairs magazines for the latest information.)

Make a series of posters illustrating each of the five features of Hamilton's Plan.

Motion Pictures:

0-212	**Inside the Capitol**
0-442	**Washington, Capitol City**
0-940	**Washington, D.C., Story of Our Capitol**
0-743	**The Mint**
00-204	**Washington, Shrine of American Patriotism**

Draw a cartoon contrasting the viewpoints of Hamilton and the farmers of Western Pennsylvania toward the Whisky Tax.

Discuss the importance of fair and adequate taxes in preserving the financial soundness of our country.

Motion Picture:
0-298 **Our National Government**

Examine the charts in history books which trace the development of political parties; make notes of parties no longer in operation today.

Divide the class into interest groups to explore the viewpoints of Hamilton and Jefferson. Later a panel from each group might present a summary of the findings.

Write an imaginary conversation between:
A Federalist and a Republican
A Pennsylvania farmer and a government officer sent to collect the tax on whisky

Motion Picture:
00-248 **John Marshall**

Give a special report on the work of John Marshall.

Use dramatizations and role-playing to illustrate points of view of the first three political parties.

Play a quiz game "Who Am I?"

Through group and individual work, make a Constitutional Convention "Hall of Fame."

Read on the European quarrels which continued after the Fall of Napoleon.

Motion Picture:
00-428 **Louisiana Purchase**

Great Britain.
  - a. Jefferson tries to avoid war.
  - b. Desire for territory is an additional cause for war with Great Britain.
  - c. An unpopular war is declared against Great Britain.
    - (1) Pushed on by the War Hawks, Congress declares war on England in June, 1812. Madison is President.
    - (2) To the regular small army of 7,000 men are added the state soldiers called "Militia."

2. The War of 1812 has no winner.
   - a. Neither side makes much headway in the war on land.
   - b. The war at sea brings some American victories. American merchant vessels, called "Privateers," capture large numbers of English trading ships.
   - c. Both sides gladly end the war. (Treaty signed at Ghent, December 24, 1814)
3. The War of 1812 has important effects.
   - a. The war brings about a united and stronger nation.
     - (1) The war helps to create a national spirit.
     - (2) The war helps to build up manufacturing in this country.
     - (3) The war produces new leaders – two outstanding generals who later became presidents – Andrew Jackson and William Henry Harrison.
   - b. The war affects the attitude of other nations toward the United States.
     - (1) A feeling of bitterness against the Americans develops in Canada, which lasts for many years.
     - (2) European nations develop a new respect for the United States.

D. President Monroe takes steps to safeguard the Americans from European interference.

1. The Monroe Doctrine is proclaimed.
   - a. The United States will consider it an unfriendly act if European nations interfere with any government in the Americas.
   - b. The United States will oppose the establishment of any new colonies in this hemisphere.
   - c. The United States will not meddle in European affairs.
2. The Monroe Doctrine serves as the foundation of our relations with European countries in the years ahead.

Discuss the meaning of:
Impressment
Embargo
Neutrality

Motion Picture:
00-307 **Song of a Nation** (Writing of the Star Spangled Banner)

Motion Picture:
00-528 **War of 1812**

Choose a committee to give a program on "The American Navy" in the War of 1812.

Motion Pictures:

0-930	**Our Country's Emblem**
0-605	**Our Country's Flag**
00-412	**The American Flag, Story of Old Glory**
00-307	**Song of a Nation**
00-462	**Stars and Stripes on Display**

Try to understand the meaning of "The Star Spangled Banner" and learn to sing it well.

Write thumbnail sketches of the new leaders. Note the gradual passing of those who lead during the Revolutionary and Constitution Periods.

Motion Picture:
00-445 **Your National Archives**

Discuss why the Monroe Doctrine was a wise policy for a new and growing nation. How does this foreign policy compare to the one with us today?

Write a short biography on each of the first five presidents of the United States, telling where each was born, what each did before becoming President, to what political party he belonged, and what events happened during his presidency.

Make a collection of interesting facts about the presidents. List these on a wall chart featuring the pictures of the presidents.

CULMINATING ACTIVITIES

Write a newspaper article, such as might have appeared at the time, on one of the following subjects: Adoption of the Constitution; Inauguration of Washington; Whiskey Rebellion; Purchase of Louisiana; Jefferson's Embargo Act; War is declared in 1812; Monroe Presents the Monroe Doctrine to Congress.

Make cards for the new words and dates given in Unit Four. Hold a "spelldown" with the cards to see who can identify the most names, words, and dates. (Words on one side of card; dates on the opposite side)

Draw a cartoon of one of these subjects: Weakness of the Confederation; Quarrels between the States under the Confederation; Bill of Rights; Whisky Rebellion; Impressment of American Seamen; XYZ Affair; Feeling of the Westerners about New Orleans; War Hawks and the War of 1812; New England's Opposition to the War of 1812; Growth of National Pride after the War of 1812; the Monroe Doctrine.

CULMINATING ACTIVITIES (Continued)

Memorize the "American's Creed."

EVALUATION

(Including concepts understood, attitudes, and skills developed)

Have the pupils improved and developed in the skills of reading, listening, speaking, writing, and studying as correlated in the social studies area of learning?

Have they improved and progressed in their power of research and discussion to a greater degree of efficiency and comprehension?

Do they express their thoughts with an open-minded attitude toward materials that are of a controversial nature?

Have they gained an adequate usable vocabulary?

Have they learned to critically evaluate materials they have read and discussed?

Has each member of the class passed the test over the Constitution of the United States?

Have they learned to appreciate the opportunities of their democratic heritage and to fulfill their responsibilities as American citizens?

RESOURCES

Texts

Brown and Guadagnolo	**America is My Country**	Houghton Mifflin
Casner and Gabriel	**Story of American Democracy**	Harcourt Brace
Devereaux	**America's Own Story**	Harr Wagner
Kolevzon and Heine	**Our World and Its Peoples**	Allyn and Bacon
Lansing	**Makers of the Americas**	D. C. Heath
McGuire, et al	**Story of American Freedom**	Macmillan
Moon	**Story of Our Land and People**	Henry Holt
Quillen and Krug	**Living in Our America**	Scott Foresman
Wilder, et al	**This Is America's Story**	Houghton Mifflin

References

Aker and Aker	**You and Your Government**	Harr Wagner
W. R. Benet	**Poems for Youth, An American Anthology**	E. P. Dutton
Hamer, et al	**Exploring Our Country**	Follett
Ruby M. Harris	**Map and Globe Usage**	Rand McNally
Hughes, et al	**Western Lands**	Allyn and Bacon
Wm. Kottmeyer	**Our Constitution**	Webster
B. E. Stevenson	**Poems of American History**	Houghton Mifflin
Wagner and Green	**Put Democracy to Work**	Abelard Schuman

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

PROFESSIONAL AIDS

Gross and Zeleny	**Building Citizens for Democracy**	Oxford University Press
M. P. Hunt	**Teaching High School Social Studies**	Harper
E. S. Johnson	**Theory and Practice of the Social Studies**	Macmillan

Unit Six: The American Way of Living Changes as the Sections of the Nation Develop

Suggested Time – Ten Weeks

OVERVIEW

Certain changes were taking place in our young republic in the early nineteenth century. These changes were greatly to affect life in the United States.

Shipping, commerce, and new inventions, combined with limited soil resources, caused the Northeast to become a center for manufacturing.

By 1860 the invention of the cotton gin and the inventions directly connected with spinning and weaving had increased the demand for raw cotton. These and other conditions helped increase and establish the use of slaves in the South.

American pioneers moved westward. This movement sometimes preceded and sometimes followed the extension of territorial boundaries. It took courage for these pioneers to leave their safe and settled communities, but through their labors they changed the wilderness into settled lands and in this way increased the power and wealth of the nation. Because of the living conditions in the frontier communities, people developed self-reliance, cooperation, and a more democratic way of living.

Through this study, seventh grade pupils learn that the new nation gained strength and respect; that sectional differences developed; that the United States expanded; and that democratic living, social intercourse and conscience, and a distinct culture began to emerge.

SPECIFIC OBJECTIVES

To learn how the Northeast became the center of trade and manufacturing

To learn how machines changed the ways of living in America

To learn how changes were made in travel and communication

To learn how a new machine, the cotton gin, caused the South to become the Cotton Kingdom

To learn how the people of the South lived in the years before 1860

To learn why different systems of labor developed in the South and the North, and the results of these differences

To learn why there was a westward movement

To learn what plan was worked out for governing new territories

To learn what conditions of the West promoted a democratic way of life

To learn how the Louisiana Territory was explored and settled

To learn how the United States acquired Florida

To learn how Texas, the Southwest, and California became part of the United States

To learn how the discovery of gold in California added a new state to the Union

To learn how the United States secured part of the Oregon country

OUTLINE OF CONTENT

I. The Northeast becomes the center of trade and manufacturing as inventions change life in America.

- A. Commerce flourishes in the Northeast.
  1. American shipping suffers after the Revolution.
  2. Americans open trade with China.
  3. Merchants find new markets in Europe for American goods.
  4. Whaling and fishing increase.
  5. American sailors on the seven seas bring wealth to the Northeast.
  6. American shipping is injured by the War of 1812.
  7. The swift clipper becomes queen of the seas.
- B. New inventions help to make the Northeast the manufacturing center of the nation.
  1. English inventors pave the way for the Industrial Revolution.

LEARNING EXPERIENCES AND ACTIVITIES

Motion Pictures:
00-3 **Geography of the United States**
0-287 **New England Fisherman**

On an outline map show the states in the Union in 1803 and indicate the year in which each had entered the Union. Use color to show the size of the territory occupied by the original 13 states and by the new ones.

Make a map showing the Northeast with its chief ports and factory towns.

Make a sketch of a New England harbor showing inward and outward bound ships and their cargoes.

   2. The first factories are started.
   3. Samuel Slater introduces the new machines in America.
   4. Manufacturing increases rapidly during the War of 1812.
   5. New England and the middle states lead in manufacturing.
   6. Howe invents the sewing machine.

C. The government encourages American manufacturers.
   1. Cheap English goods threaten American manufacturers.
   2. How tariffs work
   3. Tariffs are established on foreign goods.

D. Machines change ways of living in America.
   1. Working conditions in the factories are poor.
   2. The factory system cuts down the worker's independence.
   3. Early labor unions try to improve conditions.
   4. The factory system leads to the growth of cities.
   5. City dwellers enjoy new comforts.

E. Changes are made in travel and communication.
   1. Roads and canals increase trade and travel.
   2. The Cumberland Road connects the East and the West.
   3. Turnpikes are built.
   4. Canals furnish cheap water routes.

F. The steam engine marks a new era in transportation.
   1. Early attempts are made to build a steamboat.
   2. Robert Fulton builds the first successful steamboat.
   3. The steamboat proves valuable.
   4. Steam railroads are begun.
   5. What are the early trains like?
   6. Railroads in the United States grow rapidly.
   7. Why are railroads important?

G. A new invention revolutionizes communication.
   1. A means of rapid communication is needed.
   2. Morse invents the telegraph.
   3. The telegraph is successful.

*(Geography material which is to supplement and complement the immediately preceding material)

II. The Northeastern United States is rich in resources.

A. Topography – rivers

B. Climate – the humid continental climate

C. Agriculture
   1. Truck farming
   2. The cereal bowl of the United States
   3. The corn belt
   4. Wheat
   5. Dairying
   6. Hogs
   7. Cattle
   8. Poultry
   9. Other farm products of the Northeast

D. Fishing – fishing is important in New England.

Write a paragraph on a city that grew around a factory.

Draw a cartoon showing how clipper ship captains felt about the steamship.

Motion Picture:
0–144 **Story of Elias Howe**

Prepare an imaginary dialogue between:

a Northern manufacturer and a Southerner on the tariff

a Westerner and a wealthy Easterner in the year 1800 on who should be allowed to vote

a New England farmer and a factory worker on living conditions in the North

Make a map showing the Erie Canal and the Hudson River route.

Make a map showing the Cumberland Road.

Write a letter to a friend describing a trip on an early railroad.

Motion Picture:
0–139 **Flatboatmen of the Frontier**

Write an article as it might have appeared in a newspaper of the times on the factory built by Samuel Slater.

Write a letter to a friend describing a steamboat trip in the 1810's.

Write a biography of an inventor of the time.

Motion Picture:
0–288 **Northeastern States**

E. Mining
  1. Coal
    a. Buried sunshine
    b. Kinds of coal
    c. The coal miner at work
  2. Iron ore – the foundation of modern industry
  3. Salt
  4. Other minerals of the Northeast

F. Manufacturing
  1. The workshop of the nation
    a. Nearness to raw materials
    b. Nearness to markets
    c. Nearness to fuel and power
    d. Advantages of an early start
  2. Transportation
    a. Railroads
    b. Highways
    c. Waterways
    d. Airways
    e. Pipelines
  3. The manufacturing belt of the Northeast
    a. A trip through a steel mill
    b. A trip through an automobile plant

G. Chief centers of manufacturing and trade
  1. New York – gateway to North America
  2. Chicago – hub of America
  3. Philadelphia – city of brotherly love
  4. Detroit – the auto city
  5. Boston – cradle of liberty
  6. Pittsburgh – iron and steel city
  7. St. Louis – between the river valleys
  8. Cleveland – connecting city
  9. Washington, D. C. – the nation's capital

III. The South becomes the Cotton Kingdom.

A. A new machine, the cotton gin causes the South to become the Cotton Kingdom.
  1. Eli Whitney invents the cotton gin.
  2. The South grows more cotton.
  3. Southerners seek better land for cotton.

B. How the people of the South live in the years before 1860
  1. Plantation owners dominate the South.
  2. How are the plantations managed?
  3. What is the life of the planters?
  4. How do the slaves live?
  5. The small farmers are the largest group in the South.
  6. The mountain whites live like frontiersmen.

C. Different systems of labor develop in the South and the North.
  1. The two sections grow apart.
  2. The northern states free their slaves.
  3. Few Southerners champion slavery before 1793.
  4. The cotton gin establishes slavery firmly in the South.
  5. Southerners defend slavery.
  6. These differences take the sections far apart.

*(Geography material which is to supplement and complement the immediately preceding material)

IV. The Southern United States is an agricultural and manufacturing region.

A. Topography – the coast line
B. Climate – land of two seasons

Make a map showing the Cotton Kingdom, including chief cities and rivers used for transportation.

Make a sketch of a cotton plantation and explain the sketch in a carefully written paragraph.

Motion Pictures:
0–239 **Life in Old Louisiana**
00–571 **Travel in America in the 1840's**

Draw a cartoon to show the sectional interests of the North and South.

Write an article as it might have appeared in a newspaper of the times on the invention of the cotton gin.

Write a letter to a friend describing a trip to a southern plantation.

Write a biography of an inventor of the times.

Prepare an imaginary dialogue between an abolitionist and a southern plantation owner.

Prepare a talk on Negro folk songs and how they developed.

Motion Pictures:
00–260 **Eli Whitney**
0–389 **Southeastern States**
0X–20 **Heritage We Guard**

C. Agriculture
    1. Soil resources
    2. King cotton
        a. American upland cotton
        b. Raising cotton
    3. Tobacco land
    4. The sugar and rice bowls of the South
    5. Citrus fruits
    6. Other agricultural products
    7. Problems of southern agriculture
        a. The tenant farmer and sharecropper
        b. The number of sharecroppers and tenant farmers is decreasing.

D. Mining
    1. Coal and iron
    2. Petroleum
    3. Natural gas
    4. Sulfur
    5. Phosphate rock
    6. Bauxite
    7. Salt
    8. Marble

E. Lumbering

F. Water power

G. The South – one of America's vacationlands

H. Manufacturing
    1. Advantages
        a. Large supply of mineral resources
        b. Extensive forests
        c. Many farm crops to be processed
        d. Abundant water power
        e. Comparatively cheap land
        f. Low tax rates
        g. Availability of inexpensive labor
    2. Naval stores
    3. Wood pulp
    4. Textiles
        a. Cotton
        b. Rayon
        c. Synthetic fibers
    5. Refining petroleum
    6. Other important industries

I Centers of manufacturing and trade
    1. Houston – the boom town
    2. New Orleans – gateway to the Mississippi Valley
    3. Atlanta – business capital of the South
    4. Dallas – Texas's second largest city
    5. Louisville – between North and South
    6. Birmingham – Pittsburgh of the South

J. People of the South
    1. Influence of cotton planting
    2. Incomes are rising.
    3. A subregion with few immigrants
    4. The Negro in the South

V. Democracy marches westward with the frontier.

A. What is meant by "The West?" How does the westward movement begin?
    1. What is the West?
    2. Different groups of pioneers push back the frontier.
    3. The West moves with the frontier.
    4. Americans early begin the settlement of the old Southwest.
    5. Settlements are made in Tennessee and Kentucky.

B. A plan is worked out for governing new territories.
    1. The spread of western settlements brings

Motion Picture:
00–195 **Daniel Boone**

Make a map showing the Ohio River Valley and the chief settlements along the river.

Make a sketch of a frontier community and explain your sketch in a carefully written paragraph.

a new problem.
   2. Congress arranges for the surveying and sale of land in the Northwest.
   3. The Northwest Territory is organized.
   4. The Northwest Ordinance becomes the pattern for United States territories.
C. How does the West grow in the fifty or sixty years after our government was launched?
   1. Settlers throng into the Northwest Territory.
   2. Towns grow up in the Northwest Territory.
   3. Indian troubles develop in the Northwest.
   4. Washington settles the Indian problem in the Northwest.
   5. New states add stars to the flag of the United States
D. Conditions in the West promote a democratic way of life.
   1. The Westerner is a new type of American.
   2. A pioneer describes life on the frontier.
   3. The Westerner is intensely democratic.
   4. The Westerner develops other qualities.
   5. The West works for its own interests in Congress.

VI. The United States acquires more territory and reaches its present boundaries.
   A. The Louisiana Territory is explored and settled.
      1. What is the Louisiana Territory like in 1803?
      2. Lewis and Clark explore the Louisiana Territory.
      3. Zebulon Pike explores more of the Louisiana Territory.
      4. Pioneers flock to Louisiana Territory.
      5. States are organized west of the Mississippi.
   B. The United States acquires Florida.
      1. The United States encroaches on West Florida.
      2. Andrew Jackson "pacifies" East Florida.
      3. The United States buys Florida.
   C. Texas, the Southwest, and California become part of the United States.
      1. Many Americans favor territorial expansion.
      2. Americans settle in Texas.
      3. Mexico becomes alarmed.
      4. Texans win independence from Mexico.
      5. Texas joins the Union.
      6. Mexico resents the annexation of Texas.
      7. Americans eye New Mexico and California.
      8. War begins with Mexico.
      9. The United States invades Mexico.
      10. California and the Southwest are conquered.
      11. The war brings a vast territory into the United States.
      12. The United States buys more land from Mexico.
   D. The discovery of gold in California adds a new state to the Union.
      1. Gold is discovered in California.
      2. Gold seekers rush to California by land and by sea.
      3. Life is rough in California in 1849.
      4. California becomes a state.

Draw a cartoon to show how farmers felt about early railroads.

Write a paragraph on free public education.

Write a paragraph on South Carolina and nullification.

Write an article as it might have appeared in a newspaper of the times on the abolition of slavery, on the first message by telegraph, or on the first ocean-going steamboat.

Write a letter to a friend describing a visit to Washington, D. C., at the time of Jackson's inauguration.

Write a biography of one of the men of the time.

Prepare an imaginary dialogue between an Easterner and a Westerner on the election of Andrew Jackson.

Motion Pictures:
   00–214 **Andrew Jackson**
   0–226 **Kentucky Pioneers**
   00–189 **Old Hickory**
   00–234 **John Calhoun**
   0–453 **Westward Movement**
   0–265 **Middle States**
   00–207 **John Quincy Adams**
   00–209 **John C. Fremont**
   00–196 **Lewis and Clark**

On an outline map show the original territory of the United States in 1783 and each new piece of territory added to make the present United States.

Make a pictorial map showing:
   the 4 routes used by the Fortyniners

   the Oregon Trail

   the explorations of Lewis and Clark, and Pike

   the four flags which have flown over Texas

   the five flags which have flown over California

Draw a cartoon to show:
   Texas requesting admission to the Union

   Mexico's idea of the U.S. in 1948

   The Fortyniners

Look up material on one of the following and prepare a short talk to give to the class:
   Pony Express
   Sam Houston
   Sacajawea

5. The overland stage and the Pony Express connect California with the East.

E. The United States secures part of the Oregon country.
  1. **Four nations claim Oregon.**
  2. **Rival fur companies compete for furs in Oregon.**
  3. **England and the United States share Oregon.**
  4. **Americans learn about Oregon.**
  5. **Americans follow the Oregon Trail.**
  6. **Oregon is divided.**

***(Geography material which is to supplement and complement the immediately preceding material)**

VII. The Western United States has many industries.

- A. Location and topography
- B. Climate
- C. Agriculture
  - 1. Cattle
  - 2. Sheep
  - 3. Wheat farming
  - 4. Irrigation farming
  - 5. The Dust bowl
- D. Mining
  - 1. Gold and silver
  - 2. Copper
  - 3. Petroleum
  - 4. Other minerals
- E. Resorts
- F. Manufacturing
- G. Center of manufacturing and trade
- H. The people of the West

John C. Fremont

Write an imaginary letter by:

an American boy living in Texas at the time Texas was annexed

a southern boy or girl telling of the changes in the South during the war

Motion Pictures:

00–557 **Gold Rush Days**
0X–116 **Oregon Trail**
00–124 **Territorial Expansion of the U.S. to 1853**
00–440 **U.S. Expansion: Texas and the Far Southwest**
0–1073 **Westward Growth of Our Nation (1803-1853)**
0–289 **Northwestern States**
0–390 **Southwestern States**
0–841 **Geography of Rocky Mountain States**
0–52 **Bryce and Zion National Park**
0–558 **Spanish Influence in the U.S.**
0–131 **Far Western States**
0–217 **Irrigation Farming**

CULMINATING ACTIVITIES

Construct a bulletin board display titled "Men Who Made America." Make provision for:

- public officials
- scientists
- business leaders
- military men
- writers

Construct a chart which shows the United States' percentage of the world's output for each of the following minerals:

- coal
- iron ore
- petroleum
- copper
- sulfur
- tungsten
- tin
- bauxite

Prepare a diagram which explains how dams can be used to help in generating hydro-electric power. Below the diagram write an explanation of other ways in which dams can be useful to man.

Make a scrapbook which includes pictures, charts, cartoons, and newspaper clippings of the cereal bowl of the United States.

Prepare a list of the chief agricultural products of your state. For each product give other uses in addition to that as food for people.

On a road map trace the route you would take from your city to the state capital. Display the map on the wall of your classroom.

Select a class committee to prepare an exhibit of agricultural products grown in the Northeast. For each product prepare on a card a brief explanation of its uses.

Make a picture story which shows the difference between a cotton farm which is mechanized and one which is not.

Make a drawing which helps to explain why western United States has a desert climate.

Prepare a bulletin board which explains why the Pacific coast sub-region is becoming more popular as a vacation land.

Make a dictionary of new terms which you learned in this unit.

Divide the class into four committees. Each committee is to give a summary report to the class for one of the four regions of the United States.

Form a committee to prepare a bulletin board display on "Lumbering in the North Pacific Coast."

Make a poster which shows the chief manufacturing industries in the Pacific Coast sub-region.

Select a committee to prepare a panel discussion on the topic, "The Pacific Coast – the Fastest Growing Area of the Country."

If the first settlers in the United States had settled along the Gulf Coast or on the Pacific Coast, would the Northeast still have become the most important industrial and agricultural region?

In which section of the United States would people most probably earn their living in each of the following industries?

- cattle grazing
- coal mining
- airplane manufacturing
- oil production
- lumbering

Lacking coal, iron ore, and petroleum, a country can hardly become a leader in world affairs. Do you agree with this statement? Explain.

For each of the following statements give an explanation to show why you agree or disagree with it:

Democracy encourages individual initiative.

The United States is self-sufficient in minerals.

The rivers of the United States have served as barriers to transportation.

Hybrid corn has made it unprofitable for farmers to use machinery.

A visitor entering a city in the Northeast in wintertime was heard to say, "It's easy to tell what kind of coal they use in the homes of this town." Why was he able to make this remark?

Each of the following sentences is the first sentence of a paragraph. For each sentence complete the paragraph:

The story of steel making starts at Hibbing, Minnesota, in the Mesabi Range.

There are many reasons why the Northeast has become the "Workshop of the Nation."

Our walk along the belt line at the auto assembly plant was almost a mile in length.

Natural gas and petroleum generally are found in the same areas.

EVALUATION

Teacher-made tests on subject matter content

Class discussion to see if pupils consider that they have made the most of themselves

Sociogram

Questionnaire:

A. Do I enjoy a richer personal life?
   1. By improving my physical well being
   2. By recognizing and improving my abilities
   3. By improving work habits and basic skills as needed for success
   4. By getting along well with others

B. Am I learning to participate effectively in social situations?
   1. By facing duties and obligations squarely
   2. By doing my share in social situations
   3. By encouraging the best efforts of everyone

C. Am I ready to meet responsibilities at home, at school and in the community?
   1. By recognizing the needs at home and in the community
   2. By making the effort to help
   3. By facing responsibility squarely

RESOURCES

TEXTS

Brown & Guadagnolo	America is My Country	Houghton Mifflin
Casner & Gabriel	Story of American Democracy	Harcourt Brace
Devereaux	America's Own Story	Harr Wagner

Kolevzon & Heine	**Our World and Its Peoples**	Allyn and Bacon
Lansing	**Makers of the Americas**	D. C. Heath
McGuire, et al	**Story of American Freedom**	Macmillan
Moon	**Story of Our Land and People**	Henry Holt
Quillen & Krug	**Living in Our America**	Scott Foresman
Wilder, et al	**This is America's Story**	Houghton Mifflin
Hamer, et al	**Exploring Our Country**	Follett
Hughes, et al	**Western Lands**	Allyn and Bacon

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"Pecos Bill" **New Trails** (Cowboy Tall Tale)	page 31
"Texas Rangers" **New Trails** (Poem)	page 235
"The Cowboy's Life" **New Trails** (Poem)	page 40
"The Pioneer" **New Trails** (Poem)	page 534
"Daniel Boone" **World of Adventure** (Poem)	page 221
"Child Pioneer" **Adventure for Readers,** Book I	page 334

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Unit Seven – The Civil War and Reconstruction Bring Many Problems.

Suggested Time – Five Weeks

OVERVIEW

The Civil War gave the affirmative and definite answer to the question posed by Lincoln, "Can a nation, conceived in liberty and dedicated to the proposition that all men are created equal, long endure?"

In the years between 1783 and 1853, our country made gigantic strides, from a weak group of thirteen states huddled along the Atlantic seabord to a mighty nation that spanned the continent. While the country was growing in land area and population, problems were growing, too. There were many issues that were splitting the various sections of the country, among them:

- the granting of statehood to new territories
- the United States Bank
- internal improvements
- the tariff
- the interpretation of the power and jurisdiction of the federal government as compared to the powers of the states
- slavery

Actually, all these problems were an integral part of the greater struggle between the static, eighteenth-century, agrarian economy civilization to which the South clung – and the dynamic, nineteenth century, industrial and manufacturing economy which the North and the West welcomed. In the decade of the fifties, the issue of slavery was lifted to the status of a mystic crusade; but the original purpose of the Civil War was to establish the sanctity of the Union. It was not until the Emancipation Proclamation of January 1, 1863, that Lincoln publicly embraced the abolition of slavery as a second great cause of the war.

SPECIFIC OBJECTIVES

To trace the growth of the problems that culminated in the war

To review thoroughly the geographic differences of the country – climate, soil, and natural resources – which resulted in different ways of making a living

To trace the widely differing background and characteristics of the settlers in the North, the West, and the South

To review the attempts to weaken or destroy the Constitution:

- the Virginia and Kentucky Resolutions of 1798
- the Hartford Convention of 1814
- the Webster-Hayne Debate of 1830
- the South Carolina Exposition of 1832
- the Nullification Act of 1832
- the formation of the Confederacy, December, 1860

To trace the origin and development and attempts to control the growth of slavery:

- the coming of the first slaves to Virginia, in 1619
- the use of tobacco as a form of money, and the consequent need for many slaves
- the injunction on Congress against interference with the importation of slaves until 1808, in the Constitution
- the invention of the cotton gin in 1793, and the growth of cotton as the principal crop of the South, with its insatiable demand for slaves
- the growing appreciation of slaves as valuable property

To learn how the growing social consciousness of the country and the reforms in the care of the insane, the care of the poor, the care of prisoners, the attempts to provide free public education, the growing evils of the factory system and the attempts of the fledgling labor unions to ameliorate these evils – all inevitably led to the greatest reform of all, the abolition of slavery

To learn how the Industrial Revolution united the West and the North, by reason of internal improvements such as better roads (the Lancaster Turnpike); canals (Erie canal); improved communications, such as the telegraph; improved transportation, such as the steamboat and the railroad; and improved farm machinery, which boosted the productive capacity

To learn how the South gradually impoverished itself and ruined its future by insistence on one crop that would exhaust the land and make it necessary always to keep moving to fresh land

To trace the origin and development of the tariff system, from the First Protective Tariff of 1816 through the Tariff of Abominations of 1828 to the Compromise Tariff of 1832; the purposes of each tariff; which section of the country was benefited by the tariff, which section was harmed

To understand the basic differences between the people who said, "The United States are ....," and the people who said, "The United States is ...."

OUTLINE OF CONTENT

I. The South struggles to maintain political equality with the North.

- A. The Mason-Dixon Line and the Ohio River are the boundaries.
- B. The Ordinance of 1787 closes the Northwest Territory to slavery.
- C. As a result of the Louisiana Purchase in 1803 and the beginning of westward migration, the Missouri Compromise of 1820 attempts to make fair division of new states, with one free state and one slave state to be admitted together.
- D. The huge territories of California and Texas, at the end of the Mexican War, bring about a new attempt to please both sides, the Compromise of 1850.
- E. The Kansas-Nebraska Act of 1854, with its doctrine of squatter sovereignty, strips Congress of the power to do anything about slavery anywhere in the territories.
- F. In the Dred Scott Decision of 1857, Chief Justice Roger B. Taney kills the power of Congress to limit slavery anywhere in the country.
- G. "Bleeding Kansas" sets up two state governments, one free and one slave, and proves the squatter sovereignty in a state cannot work out in peace.

II. The South resists, from the very beginning, the efforts of the Constitution to set up an indivisible union.

- A. Jefferson writes the Virginia and Kentucky Resolutions, 1798, giving states power to nullify an objectionable law.
- B. The New England states, at the Hartford Convention in 1814, have voted to stop any participation in the War of 1812.
- C. Spurred on by the South Carolina Exposition, written by the Vice-President of the U.S. (John C. Calhoun), South Carolina passes a Nullification Act in 1832.
- D. South Carolina is the leader of the group of states that believe that any state has the right to secede from any union which the state has joined.

III. Dedicated abolitionists make a moral crusade to fight to abolish slavery, and passions become inflamed on both sides.

- A. "The Liberator" published in Boston helps to stir up anti-slavery sentiment.
- B. Wendell Phillips, William Loyd Garrison, James Russell Lowell, and others organize the Underground Railroad.
- C. Harriet Beecher Stowe writes **Uncle Tom's Cabin** in 1852 which is banned from the mails in the South because it so arouses the hatred of Northerners against slavery.
- D. John Brown plans to arm the slaves of the South with arms taken from the arsenal at Harper's Ferry, W. Va., and when he is

LEARNING EXPERIENCES AND ACTIVITIES

Make a wall chart, showing the original states of the North in one color, and the states of the South in another.

Motion Picture:
 00–57 **Land of Liberty**, Part II (1805–1860)

As each new territory was acquired, add it to the chart, showing whether it was slave territory or free territory.

Draw a red, heavy line at the 36° 30' boundary, to show the Missouri line.

Make a chart, to show what points in the Missouri Compromise were a victory for the South, and what were a victory for the North.

You are a reporter for the **New York Times**; write an editorial about Henry Clay, Daniel Webster, and John C. Calhoun and their connection with the Compromise of 1850.

Motion Picture:
 00–220 **Daniel Webster**

Write a letter from Senator Stephen C. Douglas to a good friend, telling his financial and political reasons for sponsoring this bill (The Kansas-Nebraska Act).

Pretend that you are Dred Scott and give a short talk on why you brought suit for your freedom and how you feel about the decision.

Visit the John Brown Historical Museum at Osawatomie, Kansas, to examine historical documents and pictures as well as authentic objects of his times.

Review the Alien and Sedition Laws of 1797 and discuss how unconstitutional laws can be handled.

Conduct a panel discussion on "Do Two Wrongs Make a Right?"

Read of the growth of manufacturing in New England during the War of 1812 and explain why the war should be stopped

Have a class debate on this topic: "Was Andrew Jackson right in having the Force Bill passed by Congress in 1832?"

Prepare a short talk on the "firebrands" of the South – Yancey, Rhett, Stephens, Coombs.

Pretend you are a reporter in Alton, Illinois, and write a report of the death of Elijah Lovejoy and the breaking up of his newspaper by a mob.

Motion Picture:
 F–625 **Old South**

Conduct a meeting in Boston of the Abolition Society; have members of the Society explain to the class why they belong to this group.

Draw up some plans for passing along runaway slaves via the railroad – which neighbor will hide them, etc.

Pretend you are Simon Legree and explain why you treat the Negro slaves on your plantation as you do.

Learn to sing "The Battle Hymn of the Republic,"

2

captured, deliberately makes himself a martyr to the cause against slavery.

IV. Political parties can not find the formula to please both the South and the North.

A. The Whig Party, headed by Clay, tries to compromise, pleases no one, and breaks up.

B. The Democratic Party is committed to the cause of the extension of slavery.

C. The Republican Party is organized in 1854 and is committed to the prevention of further extension of slavery.

D. The victory of the Republican Party in 1860 proves conclusively that the South no longer has the strength to influence the election on a national scale.

V. The election of Lincoln in November, 1860, starts feverish activity in the South.

A. The Confederacy is formed at Birmingham, Alabama, in December, 1860, with seven states.

B. The Confederacy starts taking over all federal property, arsenals, shipyards, etc., while Buchanan waits for his term to end.

C. In February, 1861, the provisional President of the Confederacy is inaugurated.

D. A plot is formed to assassinate Lincoln while he is passing through Baltimore, but the plot is foiled by a change in the train on which he comes into Washington.

E. In his First Inaugural, Lincoln warns the South that he is irrevocably committed to the preservation of the Union.

F. Under Senator Crittenden of Kentucky, attempts are made once more to work out a compromise to avoid warfare.

G. General Beauregard gives an ultimatum to surrender to the commander of Fort Sumter.

H. At dawn, April 12, 1861, the batteries at Charlestown, S. C. open fire on Fort Sumter.

VI. Against impossible odds, the Confederacy starts war against the North.

A. Four more states join the Confederacy and the capital is moved to Richmond.

B. Lincoln issues a call for three-months' volunteers.

C. Both the North and the South make serious mistakes – the North in believing the war will be over by the end of the summer; the South in believing that European countries will recognize it as a nation and send help.

VII. Under Robert E. Lee, the Army of Virginia wins victories in 1861 and 1862.

A. Lincoln is unable to find a general who will fight vigorously, and the Union is in mortal danger.

B. In order to find a cause around which the North will rally, Lincoln shows to his

and then learn the new words to the same tune, "John Brown's body lies a–moldering in the grave, but his soul goes marching on."

Make a wall chart, showing the birth and development of political parties, their purposes, their candidates, from 1788 to 1860.

Make a wall chart, showing the basic features in the platforms of the two parties of today.

Motion Picture:
0X–168 **Meet Mr. Lincoln**

See if you can find pictures of the last four Presidents elected by the Republican Party.

Motion Picture:
00–127 **Face of Lincoln**

Make a list of the four parties in this election of 1860, showing where the convention was held, the platform, the candidate for each, and the electoral votes received by each.

Motion Pictures:
00–215 **Abraham Lincoln**
T–216 **Lincoln, Man of the People**

Read aloud in class the speech in which Lincoln bade good-bye to his friends and neighbors in Springfield, February, 1861.

Motion Picture:
00–188 **Lincoln in the White House**

Make a chart showing the members of the Cabinet of Jefferson Davis and the Cabinet of Abraham Lincoln.

On your large wall map, showing the Confederacy, put red tags on strategic forts, arsenals, etc., that it would be necessary for the Confederacy to have under its control and give the reason for each one.

Pretend that you are the famous detective, Allen Pinkerton, and see what steps you would take to transfer Lincoln in safety from one station to another in Baltimore. Send a telegram to President Lincoln, signed by Major Anderson in command of Fort Sumter, and tell him the desperate situation of your men and your urgent need for supplies.

You are standing on the Battery at Charlestown, S. C., at 6 P.M. on April 11, 1861. Describe in a short talk what scene is going on and what the crowd is awaiting.

Motion Picture:
00–350 **The Civil War**

On a large wall chart, show how the North and the South compared in men, states, resources, railroads, factories, etc.

Make a list of outstanding Confederate generals who resigned from the U.S. Army to fight for the South.

You are writing to a cousin in England. Tell him what is going on in Richmond, May, 1861, and tell him why you are sure the South will win.

Motion Picture:
00–356 **Robert E. Lee, Background Study**

Make a list of the four men who held the post of Commander-in-Chief of the Army and list the date cabinet the draft of the Emancipation Proclamation, September, 1862.

C. General Lee takes a desperate gamble, invades the North, and is stopped at Antietam Creek in Maryland, September, 1862, in the bloodiest battle on this continent.

VIII. The Crisis of the war is reached, and now the South will slowly start losing the war.

A. Defeats at Vicksburg and Gettysburg come on the same day; the West is lost, and Lee must give up any idea of further invasion of the North.

B. Lincoln finds a general who will fight; he appoints U. S. Grant as Chief of the Army of the Potomac.

C. With Sherman in the deep South and Sheridan in the Shenandoah Valley, Grant prepares to pound the South into submission and defeat.

D. With tremendous losses on both sides and incessant fighting, Grant pursues Lee, forces him to give up Richmond, and finally traps the Army of Virginia at Appomattox Court House on April 9, 1865.

E. Lee asks for an end to fighting, and the two generals agree to stop further bloodshed.

IX. The end of the war finds the North prosperous and stronger than ever, and the South almost completely ruined.

A. Lincoln prepares to put into execution his "One-in-Ten Plan" for a speedy return of the South to full participation in the Union.

B. The assassination of Lincoln removes the one man who can really reconstruct the South in a legal, orderly, efficient manner, and Congress takes command of the situation.

X. The Reconstruction Period, 1865–1876, brings bitterness, humiliation, and danger to the South.

A. The 13th, 14th, and 15th Amendments make citizens of former Negro slaves, who are made the tools of carpetbaggers and scalawags.

B. The Freedmen's Bureau is set up to help the former slaves make the adjustment to freedom and citizenship.

C. The South fights back illegally, through the Black Laws and the Ku Klux Klan.

D. Congress tries to impeach President Andrew Johnson on charges of violating the unconstitutional Civil Tenure Law.

E. The South becomes "the Solid Democratic South."

F. Military government is abolished, and all troops removed by President Hayes in 1876.

G. The New South struggles to find a new way of life.

on which each was appointed and relieved of his command.

Motion Picture:
0X–80 **Emancipation Proclamation**

Write editorials for the **New York Times** and the **London Times**, giving your reasons for being satisfied or dissatisfied with the Proclamation.

Motion Picture:
0X–96 **Death of Stonewall Jackson**

Read aloud in class "Barbara Fritchie."

Write headlines for your class newspaper and date them July 4, 1863.

Motion Picture:
00-565 **Perfect Tribute** (The Gettysburg Address)

Read aloud the Gettysburg Address, and see if you can understand why it is called "The Perfect Tribute."

Pretend you are Grant's 10–year old son, and prepare a short talk on a visit to your father on the battlefield.

See if you can discuss the statement of Sherman, "War is hell," and why he planned his campaign of ruthlessness.

Motion Picture:
0X–100 **Grant and Le[illegible] Appomattox, April 9, 1865**

Write a short paper on the scene in Richmond, Virginia, as you walk through the streets with Lincoln on April 3, 1865.

Dramatize the scene at McClean's home as Lee and Grant meet.

Pretend that you are a Confederate soldier returning to your home in Georgia and write a description of the scene you find on your return.

Motion Pictures:
00–630 **Abraham Lincoln–Youth Part I**
00–631 **Abraham Lincoln–Illinois Years, Part II**
00–632 **Abraham Lincoln–War Years, Part III**
00–75 **The New South**
0X–51 **Johnson and Reconstruction**
0X–86 **Completion of the First Transcontinental Railroad**
E–31 **Cotton Boll to Woven Print**

Organize the class into the Senate which is hearing the impeachment proceedings, and take a vote to see whether Johnson was wrong or right.

Read aloud "Senator Edmund Ross of Kansas" in **Profiles of Courage** by John Fitzgerald Kennedy.

CULMINATING ACTIVITIES

Take the Civil War Tour of Kansas City and its environs.

CULMINATING ACTIVITIES (Continued)

Visit the John Brown Historical Museum at Osawatomie, Kansas.

Take a tour of the battlefields of Lexington, Missouri, and visit the Anderson House to see its documents and authentic relics of the Civil War.

If possible, take an overnight tour to Springfield, Illinois, and visit the Lincoln home and the Lincoln Tomb in the National Park there.

Based on the article by MacKinley Kantor in **Look** magazine of January, 1961 – assign to different pupils in the class prepared talks on "If the Confederacy Had Won the Civil War."

EVALUATION

(Including concepts understood, attitudes, and skills developed)

Our country is an indivisible union.

For the greater good of the country as a whole, no state has a right to decide whether or not it will obey laws passed for the country as a whole.

The only truly strong nation is the nation that can count on the absolute and continuous loyalty of every state.

All citizens of this country are Americans, before they are Missourians, or citizens of any state.

We must develop an attitude of trying to see the right on both sides of a question; hence, we cannot hold that the South was a section of traitors who were 100% disloyal, and the North was a section of 100% loyal citizens. Even though the South took an evil way to seek redress for its grievances, many of these grievances were very real.

Once an issue is decided, as Americans we accept the decision and close our ranks. For instance, after a national election in which our candidate did not win, we wholeheartedly support the winner – although in a calm and orderly way we may work to help elect our choice the next time.

A war between sections of one country, as an argument between members of one family, always exacts a bitter toll – much more bitter than a war against a foreign power.

Our country will always be united and on guard against foreign enemies and against internal enemies who seek to divide us in any way or on any issue.

RESOURCES

TEXTS

Barker, Commager & Webb	**Standard Building of Our Nation**	Row, Peterson
Brown & Quadagnolo	**America Is My Country**	Houghton Mifflin
Casner & Gabriel	**Story of American Democracy**	Harcourt Brace
Devereaux	**America's Own Story**	Harr, Wagner
Hughes, et al	**Western Lands**	Allyn & Bacon
Kolevzon & Heine	**Our World and Its Peoples**	Allyn & Bacon
McGuire, et al	**Story of American Freedom**	Macmillan
Moon	**Story of Our Land and People**	Henry Holt
Quillen and Krug	**Living in Our America**	Scott, Foresman
Wilder	**This Is America's Story**	Houghton Mifflin

REFERENCES

American Heritage Pictorial History of the Civil War

Bruce Catton	**Grant Moves South**	Little, Brown
Bruce Catton	**A Stillness at Appomattox**	Little, Brown
Bruce Catton	**This Hallowed Ground**	Little, Brown
Lord Charnwood	**Abraham Lincoln**	Henry Holt
Great Battles of the Civil War	Editors of Life	

REFERENCES (Continued)

Carl Sandburg	**Abraham Lincoln – The Prairie Years and the War Years – 6 volumes**	Harcourt, Brace
Benjamin P. Thomas	**Abraham Lincoln**	Alfred A. Knopf

OTHER RESOURCE MEDIA

Lincoln Memorial Commission	Springfield, Illinois
Superintendent of Documents	U.S. Government Printing Office Washington, D. C.
Travelers' Insurance Company	Hartford, Connecticut
Fellowship House Association	Kansas City, Missouri
Kansas City Museum	Kansas City, Missouri
N A A C P, Lincoln Building	Kansas City, Missouri
The John Brown Historical Museum	Osawatomie, Kansas

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Unit Eight – Communism, a Threat to Our Free World

(Through the Study of Current Events Materials)
(Special Unit Project)

OVERVIEW

This unit should give the seventh grade pupils some information about the history of Russia and some reasons why the people were ready for a change. The pupils should understand that when people have been oppressed and suppressed as long as the Russians were, the changes that take place are usually riotous and disorderly.

The pupils should understand that poor educational facilities, poor transportation, lack of purchasing power, hunger, and back-breaking labor led to this change that the people thought would make their living conditions better.

This unit should make the pupils realize what an honor and a privilege it is to live in the United States of America, and that we should do everything in our power to keep our country free.

SPECIFIC OBJECTIVES

To help pupils learn something about the background of Russian communism

To help pupils become aware of the communist threat to freedom-loving nations

To help pupils develop an appreciation of democracy and democratic processes in contrast with the lack of freedom and the lack of democratic processes under communism

BRIEF HISTORY OF RUSSIA

To understand Russian communism one must know something of Russian history. History helps one to see why people think and behave as they do. Russia's first civilizing influence came from the semi-Oriental Byzantines (Eastern Roman Empire) rather than from the westernized Romans. About 1300 A.D. the slow change from feudalism to capitalism began in Western Europe. In Russia feudalism lasted for centuries because of isolation from the West. The shift of the overland trade across Russia to the sea routes of the Mediterranean deprived the country of many outside contacts. On the other hand, the great Eurasian Plain (Steppes) served as a highway for destructive invasions by the Tartars. The invasion of 1240 was followed by nearly three hundred years of foreign domination. The bitter experience of this occupation and others left the Russians distrusting all foreigners. As a result of isolation and invasion, Russian economic, political, and social development differed markedly from that of England, France, or the United States.

Progressive sovereigns like Peter the Great (1689–1725), Catherine the Great (1762–96), and Alexander I (1801–25) did much to westernize their country. Serfdom began to disappear in England and France by the fourteenth century; it was not abolished in Russia until 1861. Even then landowners ceded to peasants only the poorest parts of their holdings at high prices. These lands were held by the mir or rural community until each peasant had made full payment for his allotment. Emancipation did little to ease the peasant's hard life. He had less and poorer land to cultivate; payments for it seemed endless; the yield was insufficient to support [illegible] family; taxes were heavy; and a bad harvest meant starvation.

The Industrial Revolution did not reach Russia until late in the nineteenth century. It was retarded by lack of native capital, weak consumer purchasing power, poor transportation, and huge military expenditures. For several decades before 1917, the government made strong efforts to promote agriculture, industry, and trade. The currency was stabilized to attract foreign capital; industrial production was expanded; state banks were established and state railways built. Russia became a big producer of wheat, cotton, petroleum, and pig iron. Despite some government enterprises, the Russian economic system at the time was chiefly capitalist.

Popular discontent and the despotism of the government bred fierce reaction that erupted in revolutionary movements. The Social–Democratic Workers' party was founded in 1898 by a group of Marxian intellectuals. This party split in 1903 into two groups: the Bolshevists (meaning majority) lead by Lenin believed in violent revolution to achieve their goals; the Menshevists (meaning minority) favored peaceful political action. In 1901 the Social–Revolutionary party was formed to advance the interests of the peasants. It advocated abolition of private property, confiscation of large estates, and terrorism to prepare the way for mass action.

Hunger and the backbreaking burdens of the masses lead to numerous strikes and peasant uprisings. Humiliating defeat in the Russo–Japanese War (1904–05) revealed further the incompetence of the government. In October 1915 a general strike paralyzed the nation economically. Units of the army and navy mutinied. The workers of St. Petersburg (Leningrad) formed a Soviet (Council) of Deputies to direct their efforts. Its members were Menshevists largely, although a Bolshevist (Leon Trotsky) was the dominant figure. Other soviets of workers and peasants arose in various parts of the empire. As a result, the czar conceded civil liberty and a constitutional government.

The causes of the imperial government's downfall had long been building up. The despotism, cruelty, and incompetence of the czars, the tragic lot of the peasants and the industrial workers, and the disastrous consequences to Russia of World War I cried out alike for redress. Nicholas II was "not a man but a poor copy of one." He was dominated by the czarina, and she in turn by the mad Rasputin. Furthermore, in this crisis, the czar could no longer depend upon the army, in whose ranks the revolutionists had sown seeds of rebellion.

In March, 1917, a wave of strikes and riots throughout the country culminated in a general strike of factory workers in Petrograd (Leningrad). Not only did the troops refuse to suppress the disorders but thousands of them joined the strikers. Thereupon a Provisional Government was set up including representatives of the Petrograd Soviet of soldiers and workers as well as of the Duma (parliament). The czar was forced to abdicate. The government consisted of a coalition of moderate parties, representing chiefly the landowning, capitalist, and professional classes. It did not satisfy the extremists, who wanted swift socialization of the state and withdrawal from the war. The Provisional Government was set up, but rising prices, scarcity of food, and growing anarchy foredoomed it. This government collapsed on November 6, 1917. The All–Russian Congress of Soviets met on November 7 with the Bolshevists in charge and proclaimed itself supreme. A Council of People's Commissars was chosen to act as a cabinet. Lenin was Chairman of the Council (Premier) and Joseph Stalin was one of the Commissars (Foreign Minister). The Soviet dictatorship had begun.

When elections for the Constituent Assembly resulted in a majority for the Social Revolutionaries, the Bolshevists (Communists) dissolved it by force (January 18, 1918). In addition, they suppressed or murdered political opponents, banned opposition newspapers, outlawed political meetings. Early communist revolutionary measures were the abolition of private property and the nationalization of land, industry, and the banking system. The new government requisitioned food and dwellings and rationed them to workers.

Peace was made with Germany, But civil war raged within the Soviet Union for two years (1918–1920). The White armies, consisting of the propertied and middle classes and led by former czarist officers, were opposed to the dictatorship of the proletariat. The Allies, alarmed at the communist success and at the repudiation of czarist debts, supported the counter-revolutionaries with supplies and money and sent armies into the field as well. But the Red army under the leadership of Trotsky prevailed. There are five important developments since 1920.

1. Industries large and small, domestic and foreign trade, and shipping were nationalized. Workers received food, clothing, and shelter according to the amount of work they did. Without the wage incentive, production dropped sharply and inflation increased. Anti-Soviet feeling soared. To save the Soviet regime, a New Economic Policy (1921–27) was adopted –– giving a few concessions to capitalism including the return of a wage scale, private trade, and small industries.
2. Lenin died in 1924. Stalin triumphed over Trotsky in the struggle for leadership of the Communist party.
3. To industrialize and socialize the economy, Soviet Russia relies on central economic planning. Several successive five-year plans have been drawn-up and adopted. In general the plans have aimed at development of heavy industry, collectivization of agriculture, greater industrial production, increased output of raw materials, and farm products, and increased production of consumer goods.
4. Soviet Russia was one of our allies during World War II and is a charter member of the United Nations. U.S.S.R. has waged a cold war against her former allies. By force of Russian military occupation, Czechoslovakia, Poland, Hungary, Rumania, and East Germany have become Soviet satellites; China has gone communist. Both sides press the struggle throughout the world to win new adherents.
5. Stalin died in 1953. N. S. Khrushchev emerged victorious as the leader. The communist dictatorship marches on.

OUTLINE OF CONTENT

I. Characteristics of communism

- A. There is state ownership, with a few doubtful exceptions, of all tools of production.
- B. The Soviet system permits **none to buy or sell for private gain** or to employ labor for private profit.
- C. A soviet citizen may own **property up to a limit**. He may own a house, clothes, government bonds, a share in a cooperative, even a car. But he may not own land, a business, or an airplane. Almost every able-bodied adult is an employee of the State, but wages received vary widely – from the pittance earned by an unskilled laborer to the princely reward of the members of the Soviet Academy of Sciences.
- D. The U.S.S.R. is a planned economy. A central economic plan coordinates and controls the total resources of the nation and utilizes them in ways determined by the party leadership with the aid of an elaborate apparatus of control including the government administration, the party bureaucracy,

LEARNING EXPERIENCES AND ACTIVITIES

As a class blackboard project, list in chart form the characteristics of communism.

Have selected pupils secure materials for reports showing life in Russia or a typical communist country. Have the class discuss the effects of such living conditions on the aspirations and freedoms of the people.

Prepare bulletin-board displays of living conditions in Russia today – showing:

Examples of state ownership of farms
Industrial production
Individual freedom or lack of it
Political activity
Religious life
Education

the secret police, and the army.

E. Soviet "democracy" is deceptive. In the workers' state, workers have no voice in the government. The Soviets do not legislate; laws are issued by decree. "Elections" consist of voting to accept or reject a single candidate nominated by the party for each office. Cooperatives, collectives, and labor unions are so completely dominated and controlled by the state that they essentially are state institutions. Almost all the capital used for Soviet industrialization and military production is obtained by government exploitation of the people.

II. Record of performance of communism

- A. In forty years the Soviet Union has sped through an industrial revolution.
  1. Has achieved economic leadership as the world's second greatest industrial power
  2. Has achieved a military potential exceeded only by the United States
- B. The Soviet Union has in little more than one generation forged the tools of education and communication into an effective instrument of State policy.
  1. Has remade its people
  2. Has remade the nation
- C. The Soviet Crash Program of Industrialization has resulted in a one-sided development.
  1. The standard of living of the country remains low.
  2. The poor productivity in agriculture continues to be a serious drain on the economy.
     - a. In the United States about ten percent of the work force are engaged in agriculture.
     - b. In the Soviet Union more than fifty percent of the work force are employed in agriculture.
     - c. In labor productivity the USSR lags behind the United Staces.

III. The Soviet Union today

- A. The Soviet Union has demonstrated that a vast economy can be successfully operated and controlled by a central plan.
- B. Soviet policy has sought maximum industrial output at a minimum cost in consumer goods. There is need for allocation of the nation's productive wealth for consumer goods rather than for capital equipment.
- C. In the Soviet state there is no separation of powers, executive, legislative, and judicial. There is heavy reliance on the police. The USSR is a government of men, not of laws.
- D. The Soviet Union is not a "purely" communist state. It has a mixed economy because it has sanctioned to a degree various capitalist institutions such as right of private property, income differentials, etc.
- E. The term **planned** economy has reference to government or central planning while in the U.S. the planning is done by the individual enterprisers.
- F. An economy operated by decree theoretically could be more efficient than a private

Have pupils make scrapbooks on communism containing:

Maps of USSR today
Newspaper and magazine clippings on communism
Cartoons on USSR and communism
Magazine and newspaper pictures relating to communism (if possible, get **Life** magazine articles on Communism for October 20, 27, and November 10, 1961 for class observation)
These are now in booklet form for $1.00.

Have pupils bring to class current newspaper clippings for sharing which show:

Evidence of Russia's industrial power
Russia's military power
Developments in education
Russia's standard of living
Distribution of workers in various occupation areas

Have a committee keep the class up-to-date on what is going on in Russia today and her activities in general world affairs.

Develop by comparison and contrast the many facets of life in Russia and in the United States. This may be done in chart form.

enterprise economy wherein decision making is diffused. The great handicap (and priceless advantage) of all popular governments and free economies is that they must get the sanction of the people before they can make vital decisions.

G. Operationally, red tape rules communism.

H. Communists seek to bring about the end of capitalism by a single act of revolutionary upheaval and civil war. Socialists adhere to strict constitutional procedure.

I. Communists insist on total nationalization, while socialists seek to work out a plan for specific industry or service to be transferred to public ownership and control.

VOCABULARY

confiscation
consumer
cooperatives
deprived
despotism
discontent
invasion
isolation
nationalization
privilege
proletariat
rebellion
repudiated
scarcity
Soviet
stabilized
suppressed

CULMINATING ACTIVITIES

Have the pupils prepare paragraphs to read in class on the topics, "Why I Am Glad I'm an American" or "Why I'm Glad I Live in America."

Have a committee of pupils develop a summary of all those items, events, activities, or achievements of our country which might be referred to as "Our American Heritage" of which we can be proud.

EVALUATION

The pupil should understand the following concepts:

Information gained about the history of Russia showed that the people were ready for a change.

When people have been suppressed and oppressed as long as the Russians were, the changes are often riotous and disorderly.

Communism is a threat to freedom-loving nations.

Democracy and democratic processes contrast with the lack of freedom and the lack of democratic processes under communism.

There is less chance of communism infiltrating lives when the public is well-informed.

RESOURCES

References

"Section F" – **Kansas City Star**, October 15, 1961

"U.S.S.R. on Two Continents" **Geography for Today** pp. 30–33

Thompson	**Eloise in Moscow** (Fun Reading)	
Encyclopedia Britannica	Vol. 6, 1959, pp. 134–40	
Langsom, Walter C.	**The World Since 1919:** "Russia" pp. 307–353, 596–602, 655–662	Macmillan
Strausz-Hope, Kintner	"World War III Has Already Started"	**Readers Digest**
Robert & Dougharty	"The Communists' Master Plan for Conquest"	**Readers Digest**
Don Wharton	"Poison from Red Printing Presses"	**Readers Digest**
"Moves in Southeast Asia" June 12, 1961, p.7	**Newsweek**	

"Hoover Warns of Youth Drive" January 2, 1961, p. 16	**Newsweek**
"Supreme Court Rulings Restrict Activities" June 19 and 26, 1961, p. 28 June 19 and 24	**Newsweek**
"The Russian Offensive" Cover Story	**Time**
"Khrushchev" September 8, 1961, p. 26	**Time**
"When the People Can Escape from Communism" May 29, 1961, p. 90	**U. S. News and World Report**
"Why Russia Keeps on Winning" June 12, 1961, p. 44	**U. S. News and World Report**
"Communism"	**Brittanica Junior**, Vol 4, pp. 418–19, 1958 **Comptons**, Vol. 3, pp. 497–99, 1959 **World Book**, Vol. 3, pp. 1656–1646

AUDIO VISUAL INSTRUCTIONAL MATERIALS

I – 343	**Russia, Agriculture**
I – 344	**Russia, Industries**
I – 345	**Russia, Urban Life**
F – 186	**U.S.S.R. – The Land and the People**
T – 268	**I Was a Communist for the F.B.I.**
T – 251	**I Was a Communist for the F.B.I.** (There are 51 records in this series.)
L – 180	**Russia**

PROFESSIONAL AIDS

"Inside the Soviet Economy" January 21, 1961	**Saturday Review**	
"The Organic Curriculum: An Experiment in Economic Education"		Senesh
"Teaching Economics Through the Problem–Solving Approach"		Senesh
"What Marxism Promises" Reprint, Vol. 14, No. 11, November, 1961	American Economic Foundation	
General Electric Fellows' Projects on Communism		Purdue University
Clara Beckman	**Comparative Economic Systems**	
Charles Bottemiller	**The Soviet Economy**	
G. W. Gerleman	**Marxist Economics**	
Ellis A. Hopkins	**New Economic Policy U.S.S.R.**	
John M. Lund	**This is Communism**	
Wesley Watson	**The Challenge of the Soviet Planned Economy**	
Wesley Watson	**To the U.S. Modified Free Enterprise System**	
J. Edgar Hoover	**Masters of Deceit**	Holt

GRADE EIGHT — SOCIAL STUDIES

(REQUIRED - ONE YEAR)

UNITS OF STUDY

EIGHTH GRADE SOCIAL STUDIES

OVERVIEW

The new scientific age will cause our habits and thinking to be changed more in the next several decades than they have been in the last several centuries. We are now moving into a period where the pursuit of peace not only is the primary concern of our age, but is one that requires cooperation and understanding on the part of all peoples and leaderships that are highly imaginative and very courageous. Modern means of transportation and communication have made world affairs our primary concern.

Dedicated and informed citizens as well as trained and capable leaderships are among the pressing needs of our age. The citizens and leaders must be enlightened and trained in the fields of diplomatic relations, political problems, inter-group relations, education, labor-management relations, economic planning, and community relations in all of their manifestations, and to the ways in which they can be improved.

Heretofore, we have given international trade in goods and commodities most careful consideration. Now such problems as conflicting beliefs, population shifts, racial prejudices, shifting power blocks, creativity of new and independent nations create tensions that require solutions that extend over and above previous existing problems. On the home front we must turn out attention to such existing problems as housing, highway building, the need for more schools, the problems of the farmer, relocation of industry, careful use of natural resources, unemployment, the care for the aged, and many others.

America's leadership in the free world demands that our nation remain militarily strong and financially solvent. Some of the ingredients necessary to be a strong America are sound dollars, full employment, prosperous farmers, the education of all youth, an outstanding and effective foreign policy, the security of the dependent and the aged, and adequate housing for all. The public seeks the answers to these problems through the agencies of our government.

These are some of the matters that must be considered in our eighth grade common learnings social studies program. Behavior of man through the various historical developments, scientific discoveries, literature and the arts, the fates of great leaders – all should play a part in the basic education of youth. This is history coming alive in a space age in the junior high school.

GENERAL OBJECTIVES

To understand that physical environment has conditioned where and how men live

To teach a knowledge of geography to all students so that they may become competent members of society

To emphasize the privileges and responsibilities of citizenship in a democracy, and respect for the dignity and worth of each individual, reguardless of his race, religion, or socio-economic standing

To acquaint students with the fundamental principles underlying our democracy

To understand that change is a condition of all human societies

To recognize and understand the implications of the growing interdependency of all peoples and nations of the world – the need for an appreciation of the value of difference, the acceptance of responsibility for the effects of our actions on other peoples and cultures, and the need for group cooperation in meeting societal needs

To understand and appreciate our American heritage

To understand that a dynamic democracy depends upon informed citizens who are willing and capable of assuming a responsible social role

To develop greater competence and self direction in the skills and techniques basic to the social studies

To appreciate the problems of the peoples of the Eastern Hemisphere through an understanding of their history, their traditions and institutions, their religious beliefs, and their moral values

To teach basic aspects of communist theory and practice

To awaken an awareness to the necessity of eternal vigilance against external and internal infiltration by our enemies

EIGHTH GRADE SOCIAL STUDIES

Unit One – Industrial Growth Is Made in the United States

Suggested Time – Nine Weeks

OVERVIEW

It is hoped through the study of this unit, Industrial Growth in the United States, that the eighth grade pupil will see the effects of industrialization on our nation's growth. These effects become evident through a study of the proper use of natural resources, coupled with man's inventive genius, directed toward common goals.

By means of a survey of specific economic and social facts, the pupil should learn how our people work together as a nation. Each section of our country, using its human energy and the natural resources endowed to it, has helped to provide for the needs of our people.

Citizens must realize that our natural resources are not inexhaustible and that we must use them wisely. World War II shortages gave us a hint as to what is certain to follow if our country fails to use wise conservation practices.

SPECIFIC OBJECTIVES

To get a global view of the world

To review the major physical features of the earth: hemispheres (Eastern, Western, Northern, Southern), continents, islands, oceans, seas, and rivers

To familiarize the class with the tools of geography: globes, maps (physical, political) and their use, latitude and longitude, graphs, charts

To learn what the natural regions of the earth are: kinds of land surfaces, mountains, plateaus, plains, lowlands, vegetation, rainfall, seasons, climates, and factors which influence them

To learn how the last frontier was settled

To study how improved communication and transportation aided industry

To learn how natural resources, skilled labor, and "Know How" helped make the United States a great industrial nation

To learn who some of the pioneer leaders were in American industry

To study some of the problems that developed from the growth of business and industry

To study how new methods of farming created new problems

To study how farmers tried to solve their problems

OUTLINE OF CONTENT

I. A quick trip is made around the world.
   A. Continents
   B. Oceans
   C. Mountains
      1. Highlands
      2. Lowlands
      3. Plains
      4. Deserts
   D. Rivers
   E. Seas
   F. Lakes
   G. Peninsulas
   H. Canals
   I. Circles
      1. Equator
      2. Tropic of Cancer
      3. Tropic of Capricorn
      4. Arctic
      5. Anarctic
   J. Zones
      1. Torrid
      2. North Temperate
      3. South Temperate
      4. North Frigid
      5. South Frigid
   K. Degrees
      1. Latitude

LEARNING EXPERIENCES AND ACTIVITIES

Intensive study using globes, charts, maps

Motion Picture:
0–96 **Our Earth**

Locate these areas on individual maps.

Use blank wall maps for quick reviews.

2. Longitude
3. Prime Meridian
4. International Date Line

II. A quick trip is made around the United States.

A. The Northeast

1. Middle Atlantic and New England

Delaware	Dover
Pennsylvania	Harrisburg
New Jersey	Trenton
Connecticut	Hartford
Massachusetts	Boston
New Hampshire	Concord
Rhode Island	Providence
Vermont	Montpelier
Maine	Augusta
New York	Albany

2. Industrial areas
   a. Boston
   b. Buffalo
   c. New York City – Albany
      Rochester – Rome – Syracuse
   d. Philadelphia
   e. Pittsburgh

B. The Southeast

Maryland	Baltimore
Virginia	Richmond
West Virginia	Charleston
Kentucky	Frankfort
Tennessee	Nashville
North Carolina	Raleigh
South Carolina	Columbia
Georgia	Atlanta
Alabama	Montgomery
Mississippi	Jackson
Florida	Tallahassee

C. North Central States

Ohio	Columbus
Indiana	Indianapolis
Illinois	Springfield
Michigan	Lansing
Wisconsin	Madison
Minnesota	Minneapolis
Nebraska	Lincoln
Iowa	Des Moines
Missouri	Jefferson City
North Dakota	Bismarck
South Dakota	Pierre
Kansas	Topeka

D. South Central States

Arkansas	Little Rock
Louisiana	Baton Rouge
Oklahoma	Oklahoma City
Texas	Austin
Colorado	Denver

E. Southwest States

California	Sacramento
Nevada	Carson City
Utah	Salt Lake City
Arizona	Phoenix
New Mexico	Santa Fe

F. The Northwest States

Montana	Helena
Wyoming	Cheyenne
Washington	Olympia
Oregon	Salem
Idaho	Boise

G. Hawaii	Honolulu
H. Alaska	Juneau

I. Seven modern wonders of the United States

Motion Pictures:

00–609	**Story of St. Lawrence Seaway**
00–426	**Johnny Appleseed**
00–182	**America, the Beautiful**
0–184	**Cities, How They Grow**
0–245	**Living in a Metropolis**
0–957	**Great Lakes, Link with Ocean Shipping**

Make maps of these industrial areas.
How is man employed in these industrial areas?
Products made in this area
Products from the land or sea

Motion Pictures:

F–1080	**Middle Atlantic States**
F–1081	**The South**
0–293	**Orange Grower**

Factory center, farm products, dairying
Tobacco, textiles, coal, lumber
Coal, refined oil, steel, chemicals
Coal, oil, tobacco, livestock
Chemicals, textiles, field crops
Tobacco, textiles, furniture
Tobacco, cotton, paper, textiles, oysters, peaches
Cotton, tobacco, textiles, fruit, peaches
Cotton, beef, grain, textiles, iron and steel mills
Cotton, pecans, poultry
Citrus fruits, cattle, lumber, sponges

Motion Pictures:

F–1078	**Middle West**
00–454	**Inland Waterways**
00–251	**People Along the Mississippi**
0–231	**Lake Carrier**

One out of four persons in U.S. lives in this region.

Products of this region are: steel, electrical tools, coal, limestone, meat, machinery, corn, copper, wheat, dairy products, hogs, poultry, furniture, fruit, salt, iron, soybeans, shoes, livestock, lignite, flax, gas, oats, aircraft, alfalfa.

Motion Pictures:

F–1082	**The Southwest**
00–304	**Story of Rice**

Products from this region: gas, oil, bauxite, diamonds, lumber, furs, fish, sugar cane, oils, cattle, wheat, farm crops, chemicals

Make a report on "New Orleans, World's Largest Cotton Market."

Motion Pictures:

F–1084	**Pacific Coast**
0–964	**Mt. Ranier**
00–369	**Yosemite**
00–453	**Grand Canyon**

Products: movies, aircraft, oil, fresh fruit, alfalfa, poultry, truck crops, copper, uranium, steel, live stock, minerals

F – 191 **Northwestern States**

1. Grand Coulee Dam
2. Hoover Dam
3. San Francisco – Oakland Bridge
4. Chicago – Sewage System
5. Empire State Building
6. Colorado Aqueduct
7. Panama Canal

III. Man's needs are many.

A. Physical
  1. Food
    a. Farmers
    b. Hunters
    c. Trappers
  2. Clothing
    a. Skins
    b. Explorations – adventures
  3. Shelter
    a. Trees
    b. Caves
    c. Mud
    d. Stones
    e. Differs for different parts of the world

B. Social
  1. Beginning of group life
    a. Sharing
    b. Accent on security
  2. Exploration
    a. Phoenicians – 3500 years ago
      (1) Mediterranean Sea
      (2) Black Sea
      (3) Aegean Sea
    b. Northsmen – Vikings – 900–1000 A.D.
      (1) Region known as Scandinavia south to Iceland and Greenland
      (2) Norway, Sweden
    c. From the Far East – Marco Polo, Father, Uncle – 1265
    d. Christopher Columbus – 1492–93 New World
    e. Vasco da Gama – Portugese – 1498 sailed around Africa and India.
    f. Magellan – 1519–1522
    g. Drake – 1577–1580
    h. Modern exploration
    i. Reaching for the moon

C. Experimentation
  1. Discoveries
    a. Fire – properties
    b. Wheel – leader of industry
    c. How seeds grow
      (1) Valuable secret of nature
      (2) Led to farming
  2. Inventions
    a. Cotton gin – Eli Whitney
    b. Steamboat – Robert Fulton
    c. Reaper – Cyrus McCormick
    d. Telegraph – Elias Howe
    e. Phonograph – Edison
    f. Linotype
    g. Movie projector – Edison
    h. Airplane – Wright brothers
    i. Rubber – Charles Goodyear
    j. Auto tubes
    k. Diesel engine – Rudolf Diesel

Products: copper, oil, gas, wheat, timber, farm crops, cattle, lumber, fruit, ships, fish, aircraft

Travel reports. this would be a desirable time to share pupils' own pictures.

Reports on summer vacation trips

F – 328 How Man Has Learned to Shelter Himself

Make maps – trace routes.

F–1360 River Cultures, Egypt
F–1361 River Cultures, Mesopotamia

3. Scientists
    a. Frenchman invents material—rayon.
    b. Scientists from U.S. produce nylon.
    c. Dr. Thomas Salk—vaccine for polio
    d. Atom is energy from U.S., Italy, Germany, England, Denmark.
    (Earliest experiments were made by men looking for ways to use world resources.)

D. Belief in God – (aesthetic)
  1. Coming of Christianity
  2. Early beliefs
  3. Appearance of religion
  4. Effects of religious facts

IV. The last frontier is settled.

A. Events encourage people to move into the last western territory.
  1. The Homestead Act aids western settlement.
  2. The Transcontinental Railroad increases western settlement.

B. The Indians cease to be an obstacle to western settlement.
  1. Indians bitterly oppose the white man's early advances.
  2. An Indian territory is set aside for the red men.
  3. Hunting grounds beyond the Mississippi are invaded.
  4. Indians resolve to defend their hunting grounds.
  5. Indians wage war.
  6. White men break resistance of the Indians.
  7. United States government settles the Indian reservations.
  8. Government changes policy toward the Indian.

C. The miner, the cowboy, and the farmer play a big part in the disappearance of the frontier.
  1. Prospectors open up the Rocky Mountain country.
    a. Gold and silver are found in the Rockies.
    b. Life in mining states is rugged.
    c. Mining rush causes the mountain states to grow rapidly.
  2. Cattle raising spreads across western plains.
    a. Passing of the buffalo and the coming of the railroad causes a cattle boom.
    b. The American cowboy becomes a part of the western scene.
    c. Days of the open range are short.
  3. Homesteaders change the Great Plains into a food growing region.

V. The United States becomes a great industrial nation.

A. Instant communication links America and the world.
  1. The world is made smaller by telegraph and cable.
    a. Cable – 1866 – Cyrus Field
    b. Telegraph since 1840—Samuel F. Morse
  2. The human voice is transmitted by wire.
    a. Work of Alexander G. Bell
    b. 1876, Bell showed his instrument at

F–1492 **Using Atomic Energy for Electric Power**

F–1387 **First Transcontinental Railroad**

F–1153 **Indians of the Northeast Woods**
F–1154 **Indians of the Southwest**

Motion Picture:
00–499 **Navajo: People Between Two Worlds**

Motion Picture:
0–209 **Industrial Revolution**

Objectives: How did improved communication and transportation help industry and bring changes in American life?
What other developments helped to make the United States a great industrial nation?

Who were the great pioneers in American industry?

F–1270 **Man and His Fight for Freedom**

the exposition in Philadelphia.
    - c. 1878, first telephone exchange in United States
    - d. Telephone becomes important in American life.
      - (1) Not a luxury but a necessity
      - (2) 1915, long distance calls possible
  - 3. Radio serves America and the world.
    - a. First American broadcasting station is KDKA in Pittsburg in 1920.
    - b. Marconi, an Italian, discovers ways to send wireless messages through the air by means of electric waves.
- B. Transportation is much improved.
  - 1. Railroad building increases.
    - a. Great strides in railroading after peace between North and South
    - b. Southern railroads rebuilt
    - c. North and Midwest crossed by many lines
    - d. Transportation necessary and important after increased production of food and manufactured goods
    - e. Many railroad companies formed to operate roads
      - (1) Eastern railroads are joined into a few great systems.
        - (a) Companies have too many short lines.
        - (b) Many short lines are joined to make main trunk lines (anchored by Cornelius Vanderbilt).
        - (c) Result: New York Central System, Pennsylvania Railroad
        - (d) More comfort due to Pullman
      - (2) Railroads are arteries of modern America.
        - (a) Improvements in freight cars and passenger cars – electric driven engines – oil burning machines – streamlined – air-conditioned – Diesel engines
        - (b) Railroads carry bulk of passengers and freight.
  - 2. Automobile puts America on wheels
    - a. "Horseless carriage" replaces horse and buggy.
    - b. Impossible to fix date of automobile
    - c. Men from America and Europe work on horseless carriage.
    - d. 1890 sees these men experimenting with the automobile:
      - (1) George Selden
      - (2) Charles Duryea
      - (3) Elwood Haynes
      - (4) Alexander Winton
      - (5) Henry Ford
    - e. Many obstacles in way of automobile
      - (1) No or few service stations
      - (2) No mechanics or repair men
      - (3) Poor dusty roads
      - (4) Rapid and steady stream of inventions
      - (5) By now automobiles are a necessity for the American people.
      - (6) Goodyear's experiments make tires possible.

Motion Picture:
0X–47 **Mr. Bell**

Emphasis on such leaders as:
Cyrus Field
Alexander G. Bell
Cornelius Vanderbilt
Wright Brothers
Henry Ford
Samuel Langley
Charles Goodyear
William Kelly
Thomas Edison
James J. Hill
Andrew Carnegie
John D. Rockefeller
Charles Lindbergh
Amelia Earhart
Guglielmo Marconi

Write character sketches of the leaders.

F–1552 **Transportation and Modern Life**

Transcriptions:

T–96	**McCormick Reaper**
T–85	**Mother of Invention**
T–7	**Women with Wings – Earhart**
T–3	**Milestones in the Sky** **Wings for the Navy**
T–196	**Andrew Carnegie**
T–197	**George M. Pullman**
T–34	**Theodore Roosevelt**
T–199	**Thomas Edison**

3. The airplane speeds travel.
    a. Speedier transportation necessary
    b. Men learn to fly, man's dream for centuries.
    c. Balloon used successfully
    d. Gasoline engines make modern airplanes possible.
    e. Langley's flying machine-pioneer
    f. Orville and Wilbur Wright of Dayton, Ohio, take first honors for airplanes that actually fly.
        (1) 1903, at Kittyhawk, N.C., is first successful flight.
        (2) Man's dream is realized.
    g. Pioneer's of aviation prove flying is practical.
        (1) Many dramatic flights
        (2) 1927 – Charles Lindbergh flies from Long Island to Paris, solo.
        (3) Wiley Post, 1931, astonishes everyone by flying around the world in 8 days.
        (4) 1937, the first woman, Amelia Earhart, flies from Honolulu to California.
        (5) Airplanes are responsible for great changes in war and peace.
        (6) During World War II there is amazing progress in aviation.
            (a) Production at an all-time high
            (b) Huge factories turn out thousands of fighters and bombers.
            (c) Young men engage in and train for all kinds of flying.
            (d) Speed of fighters increases to 400 MPH.
            (e) Bombers developed with range of 3000 miles
            (f) Aircraft carriers act as bases for fighter planes.
            (g) Rockets, jet propulsion engines make their appearance.
            (h) Pilotless planes controlled by radio are not uncommon.
            (i) Airplanes have brought our world very close to us.

C. Improvements in travel and communications aid the growth of industry in the United States.
1. Advancements in travel and communications speed up production and industry.
2. Railroads handle greater quantities of materials.
3. Trains, automobiles, and airplanes aid businessmen to travel longer distances in less time.
4. Creation of vast new industries
    a. Typewriter
    b. Printing
    c. Photography
    d. Larger and better illustrated newspapers
    e. Raw materials to finished products give employment.

D. Other developments help to make the United States a great industrial nation.
1. Vast natural resources, skilled labor and "Know-How" make American industry great.
2. There are many hands to do America's

Motion Pictures:

0X–93 **Wright Brothers**
00 –317 **History of Aviation**

Motion Pictures:

00–75 **New South**
00–466 **White Thunder**

Make graphs and charts showing mineral wealth and forest areas.

work.

3. Foreign money helps United States to develop its industries.
4. Inventive spirit aids the growth of industry.
   a. Thomas A. Edison, best example, 1847–1931
   b. Electric light greatest gift to the world
   c. Inventions
      (1) Phonograph
      (2) Automatic telegraph
      (3) Stock ticker
      (4) Generators and power station equipment
      (5) Electric street railways
      (6) Motion pictures
      (7) Microphone
5. New methods of production aid industry.
   a. Division of labor
   b. Standard parts
   c. The assembly line
6. A new form of business organization is formed – corporation.
7. New ways of selling are developed.

E. New problems develop from the growth of business and industry.
   1. Some important problems arise in the Machine Age.
      a. New machinery tempts a manufacturer to increase his production.
      b. Increased production causes waste of natural resources.
   2. Expansion of business goes too far.
   3. A business panic sweeps the country.
   4. America enjoys booms and suffers depressions.
   5. A manufacturer plans a monopoly.
   6. What are the benefits and evils of monopolies?

F. Changes in business and industry affect the workers.
   1. The machine makes workers become discontented.
      a. Labor unions try to win better working conditions.
         (1) Unions use arbitration and strikes to gain their ends.
         (2) Both sides use weapons in labor disputes.
      b. The government tries to solve some of the problems in business and industry.
         (1) Harmful monopolies are outlawed.
         (2) The government regulates some monopolies.
         (3) Machine Age has made the passage of labor laws necessary by states.
         (4) The national government passes labor laws.

G. New methods of farming create new problems.
   1. New inventions bring changes in farming.
      a. Early farms of 1840 are very small.
      b. Farmer's tools improve in 1800.
      c. New inventions after the War between the States improve farming methods.
   2. The improvement of farm machinery brings changes.
      a. Larger production is possible.
      b. New machinery – a farmer has time to

Make a graph showing population increases – 1860–1960.

Motion Pictures:

00–515	**Production Pioneering** (Mass Production)
00–517	**Pioneer or Progress** (Story of Steel)

Problems: What happens when industry overexpands? overproduces? What is a panic, boom, depression?

What is a monopoly?

Emphasis on:
Knights of Labor
American Federation of Labor
Congress of Industrial Organizations
Warner Act
Taft-Hartley Act
Interstate Commerce Act
Sherman Anti-Trust Law
Samuel Gompers
John L. Lewis

Terms: closed shop, open shop, lockout, trust, collective bargaining

Meaning of inflation

Filmstrips: USA in New Dimensions Series

F–1615	**American Giant: A Mid–Century**
F–1616	**Machine Power: Muscles of the U.S. Giant**
F–1617	**American People: Human Side of the U.S. Giant**
F–1618	**Search for Resources: Feeding the U.S. Giant**
F–1619	**Half a Trillion Dollars: Pocket Book of the U.S. Giant**

Motion Picture:

00–657	**Labor Movements, Beginning and Growth**

Contrast farms of today with farms 20 or 30 years ago.

Motion Pictures:

0–82	**Conservation of Natural Resources**
0–316	**Pioneers of the Plains**
0–279	**Muddy Waters** (Land Abuse)
00–17	**Grass and Cattle**

spare.

   c. The farmer becomes a business man.

3. Farmers develop western land.
   a. Where there is plenty of water, crops thrive.
   b. Dry lands become fertile farms.
4. Changes in farming bring new problems.
   a. Farm crops are in constant danger from frost, hail, tornadoes, dust storms, pests, grasshoppers.
   b. Farmers face low prices and high costs.
   c. Transportation costs rise.
   d. The farmer tries larger crops but the idea of producing more and more fails. This is not going to cure the farmer's ills.
   e. Intensive farming and production ruin the soil.
5. The farmers try to solve their problems.
   a. Problems of the farmers – debts, high interest, high railroad rates, large crops, falling prices, wornout land
      (1) The farmers organize.
      (2) The farmer turns to politics for help.
      (3) The western farmers join political parties.
      (4) Troubles come again for the farmers in 1920.
      (5) The farmer again seeks a remedy in politics.
      (6) The government aids the farmers.
      (7) Congress passes the Agricultural Adjustment Act.
   b. The new inventions change the farmer's way of life.

0–61	**Cattle Men**
0–396	**Dr. Carver**
0–454	**Wet Lands**
0–85	**Corn Farmer**
0–86	**Cotton**
0–343	**Rain on the Plains**
00–315	**Yours is the Land**

Problems:

Why was the farmer in difficulty in the years of the 1800's? 1920's? 1930's?

Why were the years better in 1900? 1939?

How has the federal government helped the farmer?

How have the agricultural colleges helped him?

How have inventions changed life on the farm?

Explain how the rule of supply and demand affects prices.

Special reports on the following:
- Cyrus McCormick
- Greenback Party
- Populist Party
- Department of Agriculture
- Hoover Dam
- Grange
- Farmer's Union
- American Farm Bureau Federation
- Interstate Commerce Act
- Agricultural Adjustment Administration

Motion Pictures:

0–133	**Farming Takes Skill**
0X–18	**Harvests for Tomorrow**
0–192	**Farmer Henry Brown**
00–61	**Lands to Have and to Hold**
00–76	**New Ways of Farming**
00–142	**Other Side of the Fence**
0–410	**Teen Age Farm Hand**

Compare a farmer of 1880 with a farmer of 1960.

Make special reports on:
- Kerosene lamps
- Horsedrawn machines
- Woodburning stove
- Hitching-posts
- Life in the 1880's

CULMINATING ACTIVITIES

Activities to develop understandings

Activities to develop skills

Activities to develop attitudes

- Re-enact plays
- Dramatize
- Make charts, maps, posters
- Travelogs
- Panel discussions
- Debates

EVALUATION

Objective tests when properly constructed and used are uniquely effective instruments for evaluating learnings. The production of a good test implies good test planning.

Different types: completion, true–false, matching tests, multiple choice, recall of specific facts

Appreciation objectives – an appreciation for man's dependence; appreciation of the need for conservation

Attitude objectives – tolerant, sympathetic, helpful attitude toward other people

Skill objectives – skill in interpreting maps, globes, charts, graphs

Regionalism is an important concept for this unit. Growth in the United States – we plan for a region, not a state.

Cause and effect relationship – Why and how people live. What they do is not easy to answer. It involves the idea of geographic relationship.

RESOURCES

Texts

Casner and Gabriel	**Story of American Democracy**	Harcourt Brace
Compton	**Freedom's Frontier**	Lyons and Charnahan
Cutright and Durand	**Living as World Neighbors**	Macmillan
Eibling	**Our United States**	Laidlaw
Moon	**The Story of Our Land and People**	Henry Holt
Quillen–Krug	**Living in Our America**	Scott, Foresman
Southworth	**The Story of Our America**	Iroquois
Wilder, Ludlum, Brown	**This America's Story**	Houghton Mifflin

References

Harris	Rand McNally **Handbook of Map and Globe Usage**	Rand McNally
Gross and Feleny	**Educating Citizens for Democracy**	Oxford Press
Editorial Department	**Transition** – Vol. 2 – Number 3	A. F. Nystrom Chicago 18, Ill.
Whipple–James	**Basal Geographies**	Macmillan
	Department of School Services and Publications	Wesleyan University Middletown, Connecticut
	"Successful Teaching with Maps" **World and Continental Geography**	Denoyer–Geppert Chicago 18, Ill.
	The Resourceful Teacher – Vol. III – No. I "Teaching the Social Studies in Today's World"	Silver Burdett Chicago 18, Ill.

Literature

Stories from readers:

"A Night Ride in a Prairie Schooner"	**Wide Horizons**	p. 75
"Freight from Santa Fe"	**Wide Horizons**	p. 550
"Inside the F.B.I."	**Journeys into America**	p. 31
"How I Learned to Fly"	**Journeys into America**	p. 330
"Paul Bunyan"	**Journeys into America**	p. 352
"Rip Van Winkle"	**Journeys into America**	p. 558
"The Man Without a Country"	**Journeys into America**	p. 560

RESOURCES (Continued)

"Helen Keller Discovers the World"	**New Horizons, Book 2**	p. 314
"The Two Achievements of Andrew Carnegie"	**New Horizons, Book 2**	p. 339
"The Legend of Sleepy Hollow"	**Worlds of People**	p. 182
"When I Was a Boy on a Ranch"	**Adventures for Readers, Book 2**	p. 244
"Home on the Range"	**Adventures for Readers, Book 2**	p. 254
"George Washington Carver"	**All Around America**	p. 442
"Goethals, The Project Engineer"	**Literature, Book 2**	p. 526
"Charles Goodyear," Mary Parkman	**Tales and Trails**	p. 347

Additional Readings

Francis E. Benz	**Talking Round the Earth**
Norman V. Carlisle	**Modern Wonder Book of Trains and Railroads**
Alice Dalgliesh	**America Travels: The Story of a Hundred Years of Travel in America**
Howard R. Driggs	**The Pony Express Goes Through**
Charles G. Hall	**Through by Rail**
Stephen W. Meader	**Who Rides in the Dark?**
Frances Rogers & Alice Beard	**Heels, Wheels and Wire: the Story of Messages and Signals**
Louise Hall Tharp	**On The Air – colored supplement to the Junior Scholastic**
Thurman W. Van Metre	**Trains, Tracks, and Travel**
Eric Berry	**Whistle 'Round the Bend**
Mitchell V. Charnley	**Boys' Life of the Wright Brothers**
Alden Hatch	**Glen Curtis, Pioneer of Naval Aviation**
Agnes D. Hews	**Jackhammer: Drill Runners of the Mountain Highways**
Henry B. Lent	**I Work on a Newspaper**
John Winslow	**Famous Planes and Famous Flights**
Lewis S. Miner	**Mightier Than the Sword**
Charles A. Lindbergh	**We**
Chester S. Williams	**The Rights We Defend and the Right of Free Speech**
Phyllis A. Whitney	**A Place for Anne**
Kate Seredy	**Tree for Peter**
Robert Rienow	**Calling All Citizens**
James Morgan	**Our Presidents**
Florence Means	**The Moved Outers**
Gertrude Hartman	**Making of a Democracy**
Kenneth S. Davis	**General Eisenhower – Soldier of Democracy**
Marian E. Baer	**The Story of Conservation**
Edward Eggleston	**The Hoosier Schoolboy**
Edward Eggleston	**The Hoosier Schoolmaster**
James C. Bowman	**Pecos Bill**
Richard Chase	**Jack Tales**
Donal H. Haines	**Triple Threat**
Margaret E. Bell	**Watch for a Tall White Sail**
Nancy Barnes	**Carlotta, American Empress**
Helen Follett	**Ocean Outposts**

Laura Long	**Square Sails and Spice Islands**
Baynard H. Kendrick	**Flames of Time**
Fairfax Downey	**Cavalry Mount**
Bob Considine	**Panama Canal**
Carlos P. Romulo	**I Saw the Fall of the Philippines**
Laure N. Wood	**Walter Reed, Doctor in Uniform**
Baynard H. Kendrick	**Flames of Time**
Jack London	**Call of the Wild**
Herman Hagedorn	**The Rough Riders**
Edward E. Hale	**Man Without A Country**

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures

00–219	**Booker T. Washington**
00–199	**John G. Whittier**
00–233	**Susan B. Anthony**
00–172	**Washington Irving**
0X–115	**Helen Keller**
00–174	**Longfellow**
00–296	**Man Without A Country**
00–247	**Horace Mann**
0X–33	**River**
00–77	**Wheat Farmers**
00–239	**Federal Reserve System**

Unit Two: People From Many Lands Build America

Suggested Time – Fifteen Weeks

OVERVIEW

The United States is wonderfully rich in its natural resources of soil, forest, water, coal and iron ore, oil, and precious metals. It is just as rich in its human resources that make up the American nation.

For three hundred years this New World nation attracted to its shores the most courageous, most adventurous, and most ambitious men and women from every Old World nation. For three hundred years emigrants from the Old World brought to America not only their high hopes, their stout hearts, and their willing hands, but also their languages and literatures, their arts, and their religions.

The character and culture of all the people of the Eastern Hemisphere have been blended into one people and have made what we call American character and American culture. For this contribution to the nation, America was in debt to its immigrants. In payment of this debt, America offered to them an opportunity for a better life.

SPECIFIC OBJECTIVES

To develop an understanding of various cultural patterns in race, nationality, and religion, and to build attitudes which will tend to alleviate social, economic, and religious tensions

To develop a full realization of the interdependence of men and nations, and a recognition of the importance of world understanding and cooperation

To understand the influence of geographic conditions on social, industrial, and political development

To gain a knowledge of the various types of land forms, the effects of topography on man's activity, and the ways in which man has overcome or is trying to overcome the obstacles of topography

To understand the effect of latitude, location, climate, and surface features on population distribution, industries, and products

To be able to recognize the important geographical features, such as cities, rivers, and natural regions

OUTLINE OF CONTENT

I. People from many lands have come to the United States and have been welcome.

   A. The United States is a land of opportunity.
   B. Political: Germans want freedom from an autocratic government and military service.
   C. Economic: Many poverty-stricken people come to earn a better living.
   D. Religions: Some Irish want to change their church relations.
   E. Labor recruiting by industry and steamship companies

II. New citizens come from many Old World countries.

   A. Great Irish immigration 1820–1850
   B. Immigrants from Germany settle the West.
   C. Scandinavians settle the North Central States to become farmers.
   D. Southern and eastern Europe helps America to become a great industrial nation.
   E. Orientals settle in cities.
   F. French, Dutch, and Spanish add much to American life.
   G. Negroes form an important part of the United States.

III. The immigrants have many problems in the United States.

   A. Customs and language
   B. Population of cities increases.
   C. Immigrants are often willing to work hard for substandard wages.
   D. Limits are placed on the number of immigrants.

LEARNING EXPERIENCES AND ACTIVITIES

Make a "family tree" showing the countries from which your parents and other ancestors came.

Use a world map to locate the homes from which our immigrants have come.

Read some books about immigrants such as:
Jacob Riis, **Making of an American**
Michael Pupin, **From Immigrant to Inventor**
Carl C. Jensen, **An American Saga**

Construct a graph showing a change from country to urban dwelling from 1850–1950.

On an outline map show growth of cities from 1850–1960.

Make a picture map locating national groups and depicting occupations of each.

Make a bulletin display of pictures of 19th and 20th century immigrants who contributed to the growth of America in different fields.

Keep an imaginary diary of an immigrant boy telling about his trip to the United States.

Interview a relative or friend who immigrated to America; report on reasons for coming and early experiences in America.

Draw cartoons, posters or advertisements that might have been sent to countries of Europe to encourage immigration during the 19th century.

IV. Immigrants and their children have distinguished themselves in American life.

- **A. Englishmen and Scotsmen**
  1. **Andrew Carnegie**
  2. **Samuel Gompers**
  3. **Phillip Murray**
  4. **Alexander Graham Bell**
- **B. Irish**
  1. **John Barry**
  2. **Christopher Colles**
  3. **James Hoban**
  4. **Augustus Saint-Gaudens**
  5. **Victor Herbert**
  6. **John McCormack**
  7. **Alfred E. Smith**
  8. **John McGraw**
  9. **Connie Mack**
- **C. Germans**
  1. **John Jacob Astor**
  2. **Dohme**
  3. **Vogler**
  4. **Schieffelin**
  5. **Bausch and Lomb**
  6. **Spreckels and Havemeyer**
  7. **Knabe**
  8. **Wurlitzer**
  9. **Steinway**
  10. **Weyerhauser**
  11. **Dwight Eisenhower**
- **D. Italians**
  1. **Arturo Toscanini**
  2. **Enrico Caruso**
  3. **Martinelli**
  4. **Amadeo Giannini**
  5. **Fiorello La Guardia**
  6. **Joe DiMaggio**
- **E. Other Lands**
  1. **John Ericsson**
  2. **Professor A. J. Carlson**
  3. **Greta Garbo**
  4. **Jacob Riis**
  5. **Jean Hersholt**
  6. **Igor Sikorsky**
  7. **Sergei Rachmaninoff**
  8. **Sergei Koussevitsky**
  9. **Gregory Ratoff**
  10. **Michael Pupil**
  11. **Dr. Ralph Modjeski**
  12. **Claudette Colbert**
  13. **Merle Oberon**
- **F. Contributions made by Negroes**
  1. **Booker T. Washington**
  2. **Paul L. Dunbar**
  3. **Frederick Douglass**
  4. **George Washington Carver**
  5. **Ralph J. Bunch**
  6. **Roland Hayes**
  7. **Marian Anderson**
  8. **Louis Armstrong**
  9. **Duke Ellington**
  10. **Count Basie**
  11. **Cab Calloway**
  12. **Joe Louis**
  13. **Jesse Owens**
  14. **Jackie Robinson**
- **G. Contributions made by Jews**
  1. **Louis D. Brandeis**
  2. **Benjamin A. Cardozo**
  3. **Felix Frankfurter**
  4. **Morris Fishbein**

Write a pamphlet for newly arrived immigrant boys and girls in the schools, acquainting them with American customs, traditions, the advantages of citizenship, and the steps leading to citizenship. Illustrate this pamphlet.

Hold a forum on the reasons for and against limiting immigration.

Make a list of 10 characteristics of the American way of life.

Write biographical sketches of some of our famous immigrants.

Collect pictures and articles from recent magazines about some of our famous immigrants.

Prepare a list of foods which originated in foreign countries.

5. Irving Berlin
6. Samuel Goldwyn
7. David Belasco
8. Barney Ross
9. Hank Greenberg
10. Sid Luckman

V. New conditions bring changes in American life.

- A. Americans become dwellers in cities and towns.
  - 1. The growth of a village into a city
  - 2. Rapid growth of cities
  - 3. Spread of industry
- B. The social problems since 1865
  - 1. Problem of slums
  - 2. Problem of intoxicating liquor
  - 3. Women fight to gain equality.
- C. Advances have been made.
  - 1. Education
  - 2. Science
  - 3. Reading and literature
  - 4. Art and architecture
  - 5. Music
- D. New Forms of amusement and recreation
  - 1. Baseball becomes a national sport.
  - 2. Football
  - 3. Basketball
  - 4. Movies
  - 5. Radio and television

VI. The United States and Western Europe are alike in many ways.

- A. Favorable living conditions
  - 1. Climate
  - 2. Land surface
  - 3. Fertile soil
  - 4. Productive hills and mountains
  - 5. Transportation
  - 6. Minerals
  - 7. Water power
  - 8. Nearness to ocean
  - 9. Industrious workers
  - 10. Need for trade
- B. Comparison of the northern lands (Norway, Sweden, Denmark, Finland)
  - 1. History of Scandinavian nations
  - 2. Events of World War II
  - 3. Climate
  - 4. Lumbering and forests
  - 5. Mining
  - 6. Farming and manufacturing
  - 7. Dairying
  - 8. Fishing
- C. Atlantic lands of United Kingdom of Great Britain and Northern Ireland, Republic of Ireland, The Netherlands, Belgium, France, Germany, Luxembourg and Switzerland
  - 1. United Kingdom
    - a. Location
    - b. Development of shipping industry
    - c. Results of Industrial Revolution
    - d. Cities and towns
    - e. Rural regions
  - 2. Republic of Ireland
  - 3. Low Countries – The Netherlands and Belgium
    - a. History
    - b. Life in the Netherlands and Belgium
  - 4. Luxembourg
  - 5. Germany
    - a. Past

Read the stories of Jacob Riis and Jane Addams.

Report on W.C.T.U.

Give a report on the government housing program to improve housing conditions in cities.

Find some pictures of paintings by American artists.

Motion Pictures:

0–199	**The House I Live In**
0–207	**Immigration**

Prepare a bulletin board display on aspects of life in Western Europe, leading personalities, current events, events in specific countries.

Locate the natural geographic features including specifically seas, rivers, and mountains.

Motion Picture:

0–941	**Western Europe**

Compare scientific methods of farming in Norway and in the United States.

Motion Pictures:

00–218	**Scandinavia**
00–157	**Norway (Farmer – Fisherman)**
0–666	**The Laplanders**

Color desk outline maps according to geographic regions.

Make a list of things which are imported from these countries.

Motion Pictures:

0–490	**British Isles**
0–37	**London**
00–487	**Germany: People of the Industrial World**
0–216	**Ireland**
00–382	**Children of Germany**
00–244	**Land Behind the Dikes**
0–744	**Modern France: Land and People**
0–832	**Paris**

Select one city and find out all you can about it.

Use reference books to find out about the necessity of canals in Holland and during the early days in the United States.

b. Today
c. Cities of Rhine and Ruhr Valley
d. Farming
6. Switzerland
a. Region
b. Languages
c. Workers
d. Farms
e. Tourists
7. France
a. Past history
b. Farming
c. Other ways of living
D. Central Europe – Comparison of living conditions in Austria, Poland, Czechoslovakia, Rumania, Yugoslavia, and Bulgaria
E. Mediterranean Europe
1. Portugal and Spain
a. Brief summary of past history
b. Living in Portugal and Spain
2. Italy
a. Past history
b. Natural regions
c. Po Valley
d. Italian Peninsula
3. Living in Albania
4. Living in Greece
F. Our ties with Western Europe
1. Ideas of freedom
2. Trade
3. Treaties and agreements
G. Soviet Lands
1. Our interest in Soviet lands
2. Natural and climatic regions
3. Geographic influences
a. Location
b. Area
c. Climatic range
d. Topography
e. Natural resources
f. Effects on life of the people
4. People
a. Size and distribution of population
b. Diversity of nationalities and cultures
c. Utilization of resources in the regions
d. Type of life in agriculture, forest, and mining areas
e. Effects of government land policies
f. Life under a democratic versus communistic rule
5. Trade
a. Lack of good ports
b. Products
c. Imports and exports
d. Internal trade
6. Recent problems

VII. The region of North Africa and the Middle East is the cradle of civilization.

A. The Moslem World
1. Islam, religion of the Middle East
a. Mohammed
b. Spread of Islam
2. Ways of living
B. Lands of North Africa
1. Climate
2. Countries
C. Morocco, Algeria, Tunisia, Libya, Egypt
1. Climate

Bring clippings on recent developments in Germany.

Discuss Switzerland as a republic with democratic freedoms and as an example of international cooperation.

Compare U.S. supermarkets with French markets.

Motion Pictures:

0–744	**Modern France: Land and People**
00–475	**Poland**

Make a collection of news clippings and articles on recent developments of these countries.

Motion Pictures:

0–514	**Spain: Land and People**
0–968	**Portugal**
0–500	**Iberian Peninsula**

Trace the sources of English words to their Mediterranean origins (Latin, Greek, Italian).

Bring pictures and information on small Italian cars and their effect on United States economy.

Motion Pictures:

0–946	**Venice**
0–972	**Rome – City Eternal**

Display a collection of postage stamps from the Mediterranean region.

Motion Pictures:

00–155	**Greece** (On Mediterranean Shores)
0–650	**Ancient Greece**
0–16	**Ancient World Inheritance**
00–437	**Soviet Union: Land and People**
00–589	**Russian Life Today**
0X–195	**Russia**

Make a map of Soviet Russia in clay or papier-mache, showing the chief physical features. Paint in the principal rivers and different soil belts. Mark in coal, iron, and oil deposits.

The radio in Soviet Russia is controlled by the government, and the people can read only those books and newspapers that are allowed by the government. Discuss how this censorship takes away the freedom of the Russian people. Discuss the importance of keeping up with world news and local news by reading newspapers and listening to the radio.

Pretend that you are a member of a group touring the Soviet Union. Write a letter home from one of the principal cities, telling what you have seen on the trip.

With the help of an encyclopedia and maps, make a list of Soviet seaports and estimate what parts of the country each port serves. Note the advantages and disadvantages of each port. Write a report on Russian seaport facilities, comparing them with the facilities of Great Britain.

Cut clippings or write short summaries of all the newspaper and magazine articles you can find about the Soviet Union and place them in a scrapbook. Arrange the clippings under the following headings: Internal Government Regulations, Manufacturing and Trade, Mineral Resources, Agricul-

2. Crops
3. Life of people
4. Influence of the Nile
5. Methods of irrigation

D. Sahara Desert
  1. Pastoral nomads
  2. People of the oasis

E. Lands of the Middle East
  1. Importance of the straits
  2. Turkey
    a. Geography
    b. Farming
    c. Cities

F. Eastern Mediterranean Lands
  1. Syria
  2. Lebanon
  3. Jordan
  4. Israel

G. Arabian Peninsula
  1. Importance because of oil deposits
  2. How the people make a living
  3. Importance of the Tigris and Euphrates Rivers
  4. Climate
  5. People
  6. Things which the Persians have given us

H. The Far East
  1. Location of the five regions
  2. Populations
  3. Seasons
  4. Crops

I. India
  1. Division of India into two nations
  2. India's past history
  3. Republic of India
    a. Hinduism
    b. Life in an Indian village
    c. Money crops and food crops
    d. City life
  4. Ceylon and Pakistan
  5. Tibet, Nepal, Bhutan – three mountainous lands

J. Southeast Asia (Burma, Thailand, Indo-China)
  1. Countries
  2. Land
  3. People
  4. Products
  5. Cities

K. China
  1. Area
  2. People
  3. Areas where they live
  4. Religious beliefs and practices
  5. China as an empire
  6. China as a republic
  7. War with Japan
  8. Governments of China
  9. Comparison of South and North China
    a. Crops
    b. Animals
    c. Clothing
  10. Importance of the four leading cities of China
  11. Hong Kong

L. Japan and Korea
  1. Open Door Policy
  2. Changes
    a. Education and government

culture, Transportation, Education, and World Relations.

Motion Picture:
0–745 **Mohammedan World (Beginning and Growth)**

Mark and label the chief desert regions on an outline map.

Find out and list the reasons why irrigation developments on these Southern Hemisphere deserts have not kept pace with irrigation developments on the Northern Hemisphere deserts.

Write a short article on the differences between people who live nomadic lives on desert oases and those who live nomadic lives between the oases. Base your article on a comparison of a Nile Valley farmer and an Arabian nomad.

Motion Pictures:
0X–193 **Middle East**
00–294 **Life in the Sahara**
0–171 **Ancient Egypt**
00–396 **Middle East**
0–977 **Turkey**
00–281 **Building a Nation** (Israel)
0–600 **Jerusalem, The Holy City**

In an encyclopedia or in an almanac, you will find a list of the "Seven Wonders of the Ancient World," with a description of each. Show these locations on a map and write a description of each.

Prepare a bulletin board display "The Old and the New in the far East." Bring in modern news pictures.

Use atlases, almanacs, and encyclopedias to get statistics on exports and imports of all major Far Eastern countries. Make graphs.

Marco Polo, Vasco da Gama, Mohandas K. Gandhi, and Matthew Perry are important in the history of the Far East. Find information about each man and prepare a brief radio report for the class. The dramatization should stress what the man did to earn a place in history.

Make a collection of the raw materials or products that we obtain from the Far East

Make a graph which compares the population density of the United States with countries of the Far East.

Motion Picture:
00–399 **Pakistan**

Collect information about China's communes.

Write a travelogue description of farm life in China and America.

Make a class display of Chinese souvenirs: toys, ceramics, jewelry, silks.

Construct maps of China: relief, current events, products, cities.

Write and present a play showing family life of China.

Construct a "Fact and Falsehood" chart about Chinese people and customs.

Make a collection of articles made in Japan. Look for things made of wood, paper, or bamboo, such as paper lanterns, fans, small toys, party favors,

        - b. Wars
    - 3. Ways of living
    - 4. Land
    - 5. Industries
    - 6. Cities
- M. Korea
    - 1. Past history
    - 2. North and South Korea
- N. East Indies
    - 1. Location
    - 2. Importance of Indonesia and Java
        - a. People
        - b. Resource crops
        - c. Government
        - d. Our ties with the island

VIII. The South Pacific islands are stepping stones to Asia.

- A. Our interest in the Pacific
    - 1. Hawaiian Islands
    - 2. Midway and Wake
    - 3. Guam
    - 4. American Samoa
    - 5. Fiji Islands
    - 6. Other small islands
    - 7. Trust territory of the Pacific
- B. Island groups of the Pacific
    - 1. Peoples of the islands
    - 2. Kinds of islands
        - a. High or volcanic
        - b. Low or coral
    - 3. Village life
- C. The Hawaiian Islands
    - 1. Territory
    - 2. History
    - 3. Making a living
    - 4. Rural and city areas
- D. New Caledonia and the Fiji Island
    - 1. Crops
    - 2. Mines
    - 3. Ways of living
- E. Phillppine Islands
    - 1. Republic of Philippines
    - 2. History
    - 3. Farming
    - 4. Cities
- F. New Zealand
    - 1. What New Zealand is like
    - 2. Climate
    - 3. Scenic landscapes
    - 4. Past
    - 5. Farming
    - 6. Cities

and lacquered boxes.

Appoint a committee to prepare a picture exhibit of Japan. See if you can find pictures of Japanese costumes of feudal times, Japanese buildings, temples, and homes to make an interesting display.

Motion Pictures:

00–625 **China Under Communism**
00–500 **Asian Earth (India)**
0–70 **Children of Japan**
0–958 **Hong Kong**
0–65 **India**
00–541 **Japan, 30,000 Mouths to Feed**
0–972 **Singapore**
0–664 **Hindu Family**
0–975 **Thailand**
0–68 **Children of China**
0–955 **Formosa**

Locate Korea in relation to Japan, China, U.S.S.R., and the United States. Use own community as reference point.

Make a comparison of Korea and Japan as to similarities and differences.

Determine the longitude and latitude of the East Indies and compare with that of the United States.

The Republic of Indonesia is experiencing many changes. The class might enjoy keeping a scrapbook of news clippings about these islands.

Make a product display for the Pacific Islands.

Make a chart of Captain Cook's voyages. See if you can get a copy of his journals to read and report on.

Make a list of people who are known as famous islanders of Hawaii.

Develop a time line of the history for Hawaii.

Use an encyclopedia and find out what events are held annually in Hawaii.

Make a model of the rice terraces of the Philippines out of clay or moistened sand. Show how these terraces are similar to contour plowing done by many American farmers.

IX. Australia is the world's smallest continent.

- A. Australia's past
    - 1. British settlement
    - 2. Discovery of gold
- B. What Australia is like
    - 1. Native people
    - 2. Native animals
    - 3. Native plants
- C. Making a living in Australia
    - 1. Political divisions
    - 2. Farming lands
    - 3. Murray Darling Plain
    - 4. Sheep stations
    - 5. Working in mines
    - 6. Working in forests
    - 7. Working in cities

Compare Melbourne with a United States city in approximately the same latitude north of the Equator.

Find out about Australia's achievements in sports.

Draw an outline map of Australia. Sketch in the states and mark the important cities. Make a small picture in each state to indicate the most important occupation or product, and tell what part of our own country, if any, it most nearly resembles.

Motion Picture:

0–488 **Australia**

Read: **Just So Stories** by Rudyard Kipling (Some of these stories are about Australia.)

Find out the similarities and differences between cattle raising in Australia and the United States.

X. The people living in Africa south of the Sahara make their living in different ways.
  A. Africa's past
    1. Discovery of continent
      a. Barrier of Sahara
      b. Water route to India
      c. Coming of Arabs
    2. Early trade in Africa
      a. European trade in products and slaves
      b. Traders from Arabia
    3. Claiming the interior
      a. Missionaries from Europe
      b. Explorers and others
      c. Dividing the interior
  B. Africa's natural regions
    1. Sudan
    2. Tropical forests
    3. Rhodesian grasslands
    4. Kalahari Desert
    5. The Veldt
    6. Temperate South Africa
    7. Tropical upland region
  C. The people and how they live
    1. Negro people
    2. Numbers of people
    3. Other people
  D. Countries of Africa
    1. West Africa
    2. French colonies
    3. British lands
    4. Liberia
    5. Ghana
  E. Equatorial Africa
    1. French Equatorial Africa
    2. Belgian Congo
  F. East Africa
    1. Sudan republic
    2. Ethiopia
    3. British lands
  G. South Central Africa
    1. Portuguese colonies
    2. Two Rhodesias
  H. South Africa – Union of South Africa
    1. Living in South Africa
    2. Kruger National Park
    3. Working in mines
  I. The future of Africa
    1. Present day changes
    2. The United States and Africa
    3. Africa as an important frontier

See what you can find out about Canberra and the way it has been built. How do you like the plans for the city? Tell how it differs from Washington, D.C.

Henry M. Stanley, Dr. David Livingstone, Cecil Rhodes, Dr. Albert Schweitzer, and Emperor Haile Selassie all have a place in the history of Africa. Divide the class into four groups, and let each group collect information about one of the men and prepare a dramatized report about him.

Prepare a display of the products and raw materials that we obtain from Africa.

Make a daily search for newspaper accounts about Africa.

Pretend you are to take a trip by airplane through Africa. You may make four stops to see the country. Decide what four places you will visit and tell the things you hope to see or do there.

Draw a series of sketches to show the most important steps in the production of rubber and cacao, the mining of diamonds, or the production of some other article for which Africa is famous.

Many churches support missionaries in Africa. Is a church in your neighborhood among them? If so, find out about the work of its missionary and the needs of the native people.

Interview a jeweler to find approximately how much a ¼ carat, ½ carat, 1 carat or 2 carat diamond costs. Read about some famous diamonds and find out their size and their history. Find out about diamond mining and diamond cutting.

Make sketches or secure pictures of the wild game of Africa. Read about Theodore Roosevelt's hunting trips in Africa or those of some other big-game hunter.

Motion Pictures:

0–307	**People of the Congo**
00–68	**Men of Africa** (East Africa)
0–280	**Africa Untamed**
00–224	**Riches of the Veldt** (South Africa)

CULMINATING ACTIVITIES

Field trips

Forum or class discussions. Panel or round table discussions

Plays – television or radio scripts

Construction of graphs and charts

Bulletin board displays

Exhibits

Make plans for a round-the-world trip. (Anticipate clothing and food needs in each climatic region.)

Prepare a chart to compare climatic conditions in key cities throughout the world.

Prepare a bulletin board display of homes, clothing, food, ways of earning a living in several climatic regions.

Make a chart to show the relationship between climate and occupation.

CULMINATING ACTIVITIES (Continued)

Discuss comparative population density and land surface forms by examination of maps (topographical and population maps).

EVALUATION

(Including concepts understood, attitudes, and skills developed)

An appreciation of the interdependence of nations

A continuing interest in people of other regions and an appreciation of their problems

A respect for the cultures of other people

The realization that the natural environment explains in a large measure the development of different cultures in different continents

A knowledge of climatic conditions and topographical features of the continents in the Eastern Hemisphere

An understanding of, and appreciation of, the customs of other people

An appreciation of the benefits people can derive by cooperation with others

An understanding of the differences between democratic and totalitarian ways of life

A desire to maintain, protect, and extend American democracy

A feeling of pride in, and identification with, the peoples of other nations

An understanding of the high productivity made possible by the skill of the people and their existing capital equipment

RESOURCES

Texts

Casner and Gabriel	**Story of American Democracy**	Harcourt Brace
Cutright, et al	**Living As World Neighbors**	Macmillan
Eibling, et al	**Our United States**	Laidlaw
Quillen Krug	**Living in Our America**	Scott Foresman
Moon	**Story of Our Land and People**	Henry Holt
Southworth	**The Story of Our America**	Iroquois
Wilder, et al	**This Is America's Story**	Houghton Mifflin

References

Drummond	**The Eastern Hemisphere**	Allyn and Bacon

From Readers

"Around An African Corner"	**Wide Horizons**	page 425
"Miracle in India"	**Journeys into America**	page 414
"The Strangest Railroad on Earth" (Saudi Arabia)	**Journeys into America**	page 420
"Windows for the Crown Prince of Japan"	**Journeys into America**	page 435

Resource People

Develop a flexible list of community resource people for interviews, speakers, etc.

People who have traveled in foreign countries and perhaps have slides or movies

Men in fields of industry and business

Consultants on national and international level if possible

PROFESSIONAL AIDS

Library Dictionary Encyclopedias

Books

Blair Balles	**The Big Change in Europe**	Norton
Columbia University	**The United States and Africa**	The American Assembly
Robert Ergang	**Europe in Our Time: 1914 to Present**	Heath
John Gunther	**Meet South Africa**	Harper
L. E. Lomar	**The Reluctant African**	Harper
Jack Raymond	**New Era in Eastern Europe**	Foreign Policy (1957)
Lowell Thomas	**Calvacade of Europe**	Doubleday
Wm. W. Wade	**U. S. Policy in Asia**	H. W. Wilson
Wilson	**New Forces in Asia**	Lasker

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Unit Three: The United States Becomes a World Leader

Suggested Time: Eight Weeks

OVERVIEW

For a hundred years after our government was set up in 1789, Americans paid little attention to happenings in the rest of the world. Their energies were directed to the big job which faced them at home – pushing their boundaries outward, conquering the wilderness, and peopling a continent. Only when there were outside threats to their territory or their rights did Americans show an interest in other parts of the world.

At last the mighty march across the continent neared its end. Empty spaces became fewer; towns and cities multiplied. America's farms and factories were producing a flood of goods, more than enough for her own people. At the same time speedier methods of transportation and communication brought all parts of the world into closer relations. As a result, during the last fifty years, Americans have not limited their interest and activities to happenings within their own continental borders. The United States has obtained territories in distant places and has taken an increasingly active part in world affairs. Whether they wished it or not, Americans have found it impossible to leve by themselves, for they are part of a closely knit world. So closely knit is that world that in 1917 and again in 1941, the United States has had to go to war. We entered two "World Wars" in part to give help to nations that needed it; in part because our own position in the community of nations was threatened.

In this unit, the pupil will follow the steps by which the United States gained world importance.

SPECIFIC OBJECTIVES

An understanding of:

The tremendous growth of American farming and industry after 1865

The relations of the United States with its neighbors

The relationship between new markets and surpluses

The foreign policy that supported the Open Door in the Far East

The foreign policy that has opposed aggressors to expand their power

The importance of the Panama Canal toward national defense

The hardships of this country in both World Wars

The roles played by the important people of the era

The causes of the wars

OUTLINE OF CONTENT

I. The United States acquires possessions overseas.
  A. The United States gains ownership of the vast territory of Alaska.
    1. Secretary of State Seward believes in expansion.
    2. Alaska is purchased.
      a. Alaska is claimed for the Russians by Vitur Bering.
      b. Russia sells Alaska for $7,200,000.
      c. Alaska has paid for itself many times over.
  B. Americans become interested in lands beyond their borders.
    1. The United States grows.
      a. In 1860 the population is 31,000,000; in 1890 it is 63,000,000.
      b. In 1860 there are 30,000 miles of railroad track; 160,000 by 1890.
      c. Agricultural products double.
      d. The value of goods manufactured in 1890 is five times as great as in 1860.
    2. Americans look abroad for new markets.
      a. Surpluses lead to looking abroad for new markets.
      b. Americans invest in foreign countries.
      c. The amount of international trade increases greatly.

LEARNING EXPERIENCES AND ACTIVITIES

Motion Pictures:

0–12	**Alaska–Reservoir of Resources**
0X–5	**Alaska–Silver Millions**
00–504	**Letter From Alaska**
00–614	**Alaska 49th State**

Place main geographical features on an outline map of Alaska.

Make a graphic chart illustrating the annual gross income of Alaska.

A "Face the Nation" panel interviewing Secretary Seward

Compose a paragraph explaining the reason for this country's being able to produce a surplus.

Make a graphic chart illustrating this country's consistent growth.

Compose a paper on how tariffs effect our economy.

C. Hawaii becomes a United States' possession.
  1. Americans settle in Hawaii.
    a. Located 2,000 miles southwest of San Francisco
    b. Many different people settle in Hawaii, but Americans gain control of most of the land and business.
  2. The American government becomes interested in Hawaii.
    a. The American government makes an agreement with the Hawaiian ruler.
      (1) That no part of the islands should be given to any foreign country
      (2) That only Americans might use the best harbor in the islands
    b. The chief crop is sugar.
  3. Hawaii is annexed to the United States.
    a. The American planters fear that so long as Hawaii is an independent country, there is always the danger that something might happen to disturb relations between Hawaii and the United States.
    b. A revolution, led by American sugar planters, breaks out in 1893.
    c. In 1898 they become a possession of the United States.

D. The United States gets territories as a result of the war with Spain.
  1. The Cubans revolt against Spain.
  2. The United States is interested in the Cuban revolt.
    a. American businessmen have invested money in sugar plantations, mines, and other businesses.
    b. The people have a friendly feeling for those struggling for freedom.
  3. War comes between the United States and Spain.
    a. The **Maine** in Havana
    b. The **Maine** is blown up.
    c. Spain does much to meet the wishes of the United States but the people of the United States want war.
  4. America prepares for war.
    a. Enlarges the American army
    b. It is planned that they should seize the islands owned by Spain in the Caribbean Sea and in the Pacific Ocean.
  5. Dewey destroys the Spanish fleet at Manila.
  6. Swift victories follow in Cuba.
  7. Peace brings new territories to the United States.
    a. Puerto Rico, Guam, and the Philippines are given to the United States.
    b. Spain agrees to give up its control of Cuba.

E. The United States handles the problems which arise in the lands freed from Spain.
  1. Cuba is given its independence.
    a. The United States gives a helping hand to Cuba.
      (1) No organized government in Cuba
      (2) American troops lend a helping hand.
    b. Yellow fever is conquered in Cuba.
    c. Cuba becomes independent.

Motion Pictures:

0–188	**Hawaii**
0–308	**Hawaiian Native Life**
00–613	**Hawaii, 50th State**
0–603	**Modern Hawaii**

Make a chart of Hawaii's most important products.

Motion Picture:

0X–43	**Kopa's**

Motion Pictures:

0X–84	**Adventures during the Victory at Manila**
0–595	**Cuba, Land and People**
00–125	**Territorial Possessions of the United States**
00–572	**United States Expansion Overseas**
0–970	**Puerto Rico**
0–967	**Philippines**

Show on an outline map of the world all American possessions and the date they were acquired.

Make a chart giving the following information about the important possessions of the United States: size, population, imports, exports, how acquired, how governed.

Write a newspaper editorial taking a stand for or against one of these questions of the day: "The Annexation of Hawaii"; "War with Spain"; "Our Interference in Haiti and the Dominican Republic"; or "The Purchase of Alaska."

Describe to the class an imaginary visit to one of the following: Manila, Havana, Honolulu, or Puerto Rico.

Write a report on the type of government in Cuba today.

Write a report explaining our foreign policy from 1880 to 1900.

Locate, read, and write a book report on a biography of Walter Reed.

2. The United States helps the Philippines become self-governing.
   a. The United States improves conditions.
   b. The Filipinos desire independence.
      (1) In the early years of American control, the Philippine Islands are governed by a governor general and a group of commissioners.
      (2) Congress also promises to withdraw American control from the islands as soon as the Filipinos have proved fully capable of governing themselves.
   c. The Philippine Islands become independent.
      (1) When the United States is drawn into World War II, all plans for Philippine independence have to be postponed.
      (2) On July 4, 1946, the United States carries out her promise of freedom for the Philippines.
3. Puerto Rico remains a possession of the United States.
   a. The Puerto Ricans are aided.
   b. There are problems in Puerto Rico.
      (1) For the size of the island, the population is large, 2,000,000.
      (2) Thousands of Puerto Ricans are desperately poor, and there is a great deal of disease.
   c. The government of Puerto Rico
      (1) The Puerto Ricans have been American citizens since 1917.
      (2) Puerto Rico becomes a self-governing commonwealth under the protection of the United States.

F. The United States gets control of the Canal Zone and builds the Panama Canal.
1. The United States decides to dig a canal.
   a. During the 1800's France and England had considered such a canal.
   b. As a result of the Spanish-American War, the government is convinced that a canal must be built and that the United States must build it.
2. The United States secures land for the canal.
   a. Colombia refuses to give the United States permission to dig a canal in Panama.
   b. Many people believe that the revolution has been approved and aided by President Theodore Roosevelt.
3. Disease is conquered in Panama.
4. The "Big Ditch" is dug.
   a. Colonel George Goethals is given the task of building it.
   b. In August, 1914, the great feat is accomplished.
5. The Canal Zone is governed by the United States.

G. The United States adds to our island possessions.
1. Midway, Wake, and Guam
2. American Samoa, Virgin Islands, and others

Imagine you are a reporter for an American newspaper and you are covering the Philippine independence. Describe the activities on that historic day.

Compose and give a prepared speech on Puerto Rico's "Operation Bootstrap."

Motion Picture:
0–1067 **Panama Canal**

On a map of the world show how the Panama Canal shortens the distance between some of the world's important ports, such as New York to San Francisco, New York to Yokohama, Japan, etc.

Have half of the students write a paper defending the United States' intervening in Panama while the other half write a paper criticizing our actions.

Read and report to the class on one of the following topics: "How Science Conquered Yellow Fever"; or "The Building and Opening of the Panama Canal."

Describe to the class an imaginary visit to one of the following: a trip through the Panama Canal, Midway, Wake, Guam, American Samoa, Virgin Islands.

II. The United States make friends with its neighbors – Canada and Latin America.
- A. Canada becomes an independent nation.
  - 1. Canada becomes a dominion.
    - a. Canada was small in 1850.
      - (1) Canada was a British colony made up of several provinces which enjoy self-government.
      - (2) Most of the western territory of present-day Canada was controlled by the Hudson Bay Company.
    - b. The idea of union grows.
      - (1) A united Canada might expect to control its own affairs and would be better fitted to develop its commerce and natural resources.
      - (2) A united Canada would free its people from the uneasiness which they felt toward the United States.
    - c. The Dominion of Canada is formed.
      - (1) The British Parliament passes the British North America Act in 1867.
      - (2) At the head of government is John MacDonald.
    - d. The Dominion grows.
    - e. The Dominion prospers.
  - 2. Canada gains control of her foreign affairs.
    - a. After Canada becomes a Dominion, her foreign affairs are still controlled by Great Britain.
    - b. In 1931, the British Parliament passes the Statute of Westminister, which recognizes Canada as an independent or autonomous nation in the British Commonwealth of Nations.
  - 3. How Canada is governed
    - a. The Canadian Parliament has two houses.
      - (1) House of Commons
      - (2) Senate
    - b. The Prime Minister is the head of Canada's government.
- B. The United States and Canada have become friendly neighbors.
  - 1. Americans and Canadians have learned to settle differences peacefully.
    - a. An unfortified boundary aids peace.
      - (1) The Rush-Bagot Agreement is an agreement to forbid armed ships on the lakes.
      - (2) Today the long border between Canada and the United States is a friendly border.
    - b. Boundary disputes are settled peacefully.
  - 2. The United States and Canada are important to each other.
    - a. Canadian trade and business are important.
      - (1) About one-sixth of all goods exported from the United States go to Canada; about one half of Canada's exports come to the United States.

Trace an outline map of Canada, showing the Canadian-United States border and the ten provinces with their capitals. Use arrows to show important items in Canadian trade with the United States.

Read and report to the class on "The Royal Canadian Mounted Police."

Pretend that you are a Canadian of the 1860's. Prepare a talk to convince the people of your province of the need for Canadian union.

Write a report on John MacDonald.

(2) The canals make it possible for ships to go from Lake Superior through the other Great Lakes and out through the St. Lawrence to the Atlantic.

C. The Latin American republics have developed since winning their independence.
   1. A glance at our Latin American neighbors
   2. Progress has been difficult in Latin America.

D. The Latin American Republics feel that the United States threatens their freedom.
   1. The United States uses the Monroe Doctrine against European countries.
   2. The United States uses the Monroe Doctrine to intervene in Latin America.

E. The United States becomes a good friend of the Latin American nations.
   1. The United States becomes a good neighbor.
   2. The Organization of American States brings the American nations closer together.
   3. The American nations unite in the defense of the Western Hemisphere.

III. The United States becomes important in world affairs.

A. United States foreign policy before World War I
   1. What is foreign policy?
   2. After the Spanish-American War the United States takes more active role in world affairs.
   3. "Open Door" – China
   4. The "Boxer Rebellion"
   5. Japan opened to trade
      a. Perry fleet
      b. Trade agreements with Japan
      c. President Theodore Roosevelt and Russo-Japanese War
      d. End of friendly relations

B. United States' part in World War I
   1. World War I begins
      a. August, 1914
      b. Central Powers – Germany Austria-Hungary, Bulgaria, Turkey
      c. Allies – France, Great Britain Russia, Belgium, later Italy
   2. United States tries to remain neutral.
      a. President Wilson urges United States to remain neutral.
      b. Germany announces unrestricted submarine warfare.
      c. "Lusitania" sinking turns United States opinion against Germany.
      d. Submarine warfare costs 209 American lives before 1917.
      e. United States enters war – April, 1917.
   3. Actual United States participation in war
      a. "Stalemate-war" in Eurpoe 3 years
      b. Allied reverses are suffered.
         (1) Russia leaves war.
         (2) New German offensive
      c. United States "fresh" troops and supplies turn tide for Allies.
      d. Germany surrenders November 11, 1918.

On an outline map of Central America color the water blue. Label the principal bodies of water in this area. Color the different countries of Central America. Label the countries and their capitals. Label Rio Grande, Sierra Madre, Panama Canal, Yucatan Peninsula.

Make a map showing the twenty Latin American republics and their capital cities. Show by arrows what products are exchanged in trade between Latin America and the United States.

Discuss office of Secretary of State.

Reports on great secretaries of state – James Monroe, Seward, John Hay

Discuss "How U.S. Prevented Partition of China."

Report on "Boxers."

Report on Matthew C. Perry.

Motion Picture:
00–59 **Land of Liberty III**

Report on Nobel Prize (Roosevelt 1905)
Report on Kaiser Wilhelm II.

Motion Picture:
00–436 **Rise of the Nations of Europe**

Report on Woodrow Wilson.

Report on the "Lusitania."

Motion Picture:
00–161 **War Comes to America Part I**

Motion Picture:
00–21 **Causes and Effects of First World War**

Make a map of Europe showing boundaries before and after war.

Report on John J. Pershing.
Report on Ferdinand Foch.

Tell story of Russian Revolution.

Sing songs of World War I: "Over There," "Smiles," "Beautiful Katie," "Keep the Homes Fires

C. United States and world powers fail to secure a lasting peace.
  1. Germans seek peace on Wilson's "14 points."
    a. Delivered points January, 1918 as war aims of United States
    b. Backed by Wilson in "War to end Wars"
  2. Versailles Conference
  3. "Big Four" attended in person.
    a. Orlando – Italy
    b. Lloyd George – Great Britain
    c. Clemenceau – France
    d. Wilson – United States
  4. Dissension among Allies because:
    a. Late United States entry
    b. European allies hate Germany because of destruction.
    c. United States wants no territory.
  5. Treaty of Versailles
    a. Officially ends war
    b. Germany held responsible for all war damage
    c. New nations formed
      (1) Poland
      (2) Czechoslovakia
    d. League of Nations included in treaty
  6. League of Nations
    a. Headquarters at Geneva
    b. World Court – The Hague – 1921
    c. Could call for arms from members
  7. United States rejects League of Nations.
    a. Wilson's enemies in Senate plan fight.
    b. Senate feels it has been ignored in planning.
    c. Many feel that participation will lead United States to Europe's troubles.
    d. Wilson takes his fight to the people.
      (1) Cross-country tour
      (2) People want to hear Wilson's reasons.
      (3) Wilson collapses in Colorado.
    e. United States does not join League of Nations or approve Treaty of Versailles.
    f. Separate peace with Germany–1921

D. The United States continues work for peace outside world organization.
  1. United States takes part in some League activities.
    a. Americans on World Court
    b. Drug control trade
  2. United States takes lead in naval disarmament.
    a. Washington Conference – 1921
    b. London Conference – 1930
  3. United States worked to outlaw war.
    a. Kellogg-Briand Pact
    b. Without United States, League of Nations is too weak to prevent war.
    c. Treaty of Versailles in some ways sows bitterness for future conflict.

IV. The United States fights for freedom and attempts the establishment of a peaceful world.

  A. World War I and prospects for lasting peace
    1. Victorious nations want to forget war.
    2. Losers and others are discontented.
    3. Discontentment follows leaders promising

Burning."

Report on the Muese-Argonne Offensive.

Take a trip to Liberty Memorial.

Write a report on Wilson's 14 points. Discuss 5 of points: freedom of seas, no secret agreements, free trade, disarmament, League of Nations.

Motion Picture:
0X–122 **Woodrow Wilson, Spokesman for Tomorrow**

Report on Georges Clemenceau.

Make booklet of World War I Allied Leaders.

Report on the League and its accomplishments.

Report on World Court

Report on Charles E. Hughes.

Make a poster comparing organization of League of Nations and United Nations.

Discuss United States Constitution Article 2, section 2.

Discuss "Isolationism' ' as urged in Washington's Farewell Address.

Write essay on subject "The United States Should Have Joined the League of Nations."

Motion Picture:
00–61 **Land of Liberty IV** (1890–1938)

Report on Frank B. Kellogg and His Peace Efforts.

better times.
4. Leaders ask people to change form of government.
5. Drastic governmental changes are made in Russia, Italy, Germany, Japan.

B. Russia
  1. Revolt against Czar – 1917
  2. Communist party comes into power.
  3. State owns all things – individual nothing.
  4. No individual freedom
  5. World revolution is aim.

C. Italy
  1. People fear communism of Russia.
  2. Mussolini takes over – 1922
    a. Reaction to fear of communism
    b. Dictatorship
    c. Opposition crushed

D. Germany
  1. German republic
  2. People of Germany link republic with defeat.
  3. Adolf Hitler rises to power – 1933.
  4. German trouble blamed on the Jews of the country

E. Japan
  1. A "land hungry" nation
  2. Naval, army leaders in control
  3. Attack China in 1931

F. Conquest prior to actual war
  1. Germany
    a. Rhineland
    b. Austria
    c. Czechoslovakia
  2. Italy
    a. Ethiopia
    b. Albania
  3. Japan
    a. Manchuria
    b. China

G. Causes of World War II
  1. World depression
  2. Rise of dictators
  3. German, Italian, Japanese conquests

H. United States' part in conflict for world freedom
  1. World War II begins September, 1939.
  2. "Blitzkrieg" (lightning war) German method used
  3. All Europe involved
  4. Germany–Italy–Japan axis
    a. Germany attacks Russia.
    b. Japan presses on in Pacific.
  5. United States again tries neutrality.
    a. Japan warned 1931
    b. Neutrality acts
    c. "Arsenal of democracy"
    d. Lend-Lease
    e. "All aid short of war"
  6. United States drawn into war
    a. Attack on Pearl Harbor
    b. Japan's early conquests
    c. Battle turns – North Africa
    d. "D Day" June 6, 1944
    e. "V.E.Day" May 8, 1945
  7. Last days
    a. Atom bomb
    b. Russia enters war in Asia.
    c. "V–J" Day, September 2, 1945
    d. Peace Treaty

Report on Benito Mussolini.

Report on Adolf Hitler.

Make comparative drawings of planes of World War I and World War II.

Make a notebook of World War II Allied Leaders.

Sing songs of World War II. "The White Cliffs of Dover," "The Last Time I Saw Paris," "Remember Pearl Harbor."

Motion Pictures:
00–451 **Churchill, Man of the Century**
00–330 **Land of Liberty V**
00–40 **The Fleet That Came to Stay**

Find and read to class, stories about Frogmen, Commandos and K9's.

Make a map showing Allied advance in Pacific.

Motion Pictures:
00–34 **The Stillwell Road** (Parts I & II)
0X–97 **December 7, 1941**
0X–46 **War Comes to America**
0X–87 **D–Day**

Report on Franklin D. Roosevelt, George C. Marshall, James Doolittle.

Motion Picture:
0–306 **Peace Comes to America**

Take a trip to the Truman Library, Independence.

CULMINATING ACTIVITIES

Panel discussions: League of Nations, 1920's,
Importance of Air Power,
Modern America as a Civilization

Various reports on the leaders and their contributions in the light of events

Preparation of bulletin boards on: World War II,
Franklin Roosevelt,
Dwight Eisenhower,
and other leaders

Display of current events on cities of the world which figure in this history period

EVALUATION

It is hoped through this study to make pupils in our junior high schools aware of the United States' place in international affairs. If these concepts of cooperation can be taught while holding fast to the ideals of America and its message to the peoples of the world, our goals will have been reached. We are developing the attitude of the inquiring mind with the background of history of the United States. It is hoped that the pupil will develop an appreciation of other countries, skills in geography, and concepts leading to world understanding.

RESOURCES

Texts

Baker, Commager	**The Standard Building of Our Nation**	Row, Peterson
Casner & Gabriel	**Story of American Democracy**	Harcourt Brace
Cutright, et al	**Living as World Neighbors**	Macmillan
Eibling, et al	**Our United States**	Laidlaw
Moon	**Story of Our Land and People**	Henry Holt
Quillen & Krug	**Living in Our America**	Scott, Foresman
Southworth	**The Story of Our America**	Iroquois
Wilder, et al	**This is America's Story**	Houghton Mifflin

References

World Book Encyclopedia

Collier's Encyclopedia

Compton's Encyclopedia

Eastern Hemisphere	Drummond Allyn and Bacon

Resource People

Army, Air Force, Navy Personnel
American Legion
Kansas City Star
American Bar Association
Individuals with interesting slides of trips and those with experiences related to an event of history

Other Resource Media

	I Can Hear It Now	Volumn 1 and 2 Columbia Records
Fleming	**Siege at Peking**	Harper
Johnson	**Woodrow Wilson**	Harper

Butterfield	The American Past	Simon Shuster
Hoehling	The Last Voyage of the Lusitania	
Nordoff & Hall	The Falcons of France	Little Brown
Moorehead	The Russian Revolution	Harper
Gunther	Inside Russia Today	Harper, 1958
Churchill	World War II	Life
Thomas	These Men Shall Never Die	Winston
Lawson	30 Seconds Over Tokyo	Random House

PROFESSIONAL AIDS

Gross	Building Citizens For Democracy	Oxford Press
School and Society		
Scholastic		
Read		

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Unit Four – World Government: The United Nations
Special Unit Project

OVERVIEW

As distances change from miles to minutes and military weapons become increasingly destructive, it is imperative that man learns to settle his differences through peaceful means. In 1945, the United Nations was chartered to set up an orderly procedure for settling disputes between the nations. Informed citizens of all member nations must understand its structure, its jurisdiction, and its functions. The strengths and weaknesses of its past history must be stressed as a means of evaluating its present and future actions.

SPECIFIC OBJECTIVES

To learn the history of the United Nations from its founding to the present

To learn the physical and political structure of the United Nations

To learn its powers and limitations

To gain the understanding that world order is necessary for human survival

OUTLINE OF CONTENT

I. How the United Nations began
  A. Atlantic Charter
  B. Dumbarton Oaks
  C. San Francisco Conference
II. Physical and political structure
  A. The General Assembly
  B. The Security Council
  C. The Trustee Council
  D. The International Court of Justice
  E. The Secretariat
III. Powers and limitations
  A. Peaceful solutions
  B. Use of force
  C. Disarmament
  D. Use of the veto in the Security Council
  E. Dynamics of world opinion
  F. Special agencies
  G. Financing
  H. Declaration of Human Rights
IV. Past and current history
  A. Partition of Palestine
  B. Korean action
  C. Suez crisis
  D. Republic of the Congo
  E. Such others as become current

LEARNING EXPERIENCES AND ACTIVITIES

Library lesson on locating current material

Committee reports, debates, round tables on subject matter content areas

Class discussions from basic and supplementary texts

Individual research for activity areas, such as notebooks, graphs, posters etc. Student will choose his activity from a prepared list.

Class scrapbook of all United Nations current news during unit of study

Use of foreign exchange students, consuls, People to People representatives, organizations, etc. in the community

CULMINATING ACTIVITIES

Presentation of activities

Subject matter review from prepared study sheet

Summary of class scrapbook

Resource personnel

Set up machinery for "brother" school in a UN member country.

Write State Department, Washington, D.C., for information.

EVALUATION

(Including concepts understood, attitudes, and skills developed)

Teacher-prepared test containing both objective (subject matter facts) and essay-type (attitudes, concepts) questions

Thorough check of activities and presentation for library and research techniques, technical use of written English, etc.

Round table discussion, debate, etc. "Will the UN Survive?" or like subjects

RESOURCES

Texts

Living as World Neighbors	Cutright
How the United Nations Works	Galt

References

UN: The First Fifteen Years	Eicheberger
United Nations: Hope for a Divided World	Munroe
Partners: The United Nations and Youth	Roosevelt
United Nations, N. Y.	Sterling

Resource People

See yellow pages of the **Greater Kansas City Telephone Directory** under "Consulates."

See **Directory of Local Organizations** published by the Civic Department of the Chamber of Commerce for speakers.

Contact the counselor of area high schools to arrange visits by foreign exchange students.

Other Resource

United Nations

Department of Public Information, New York, New York

State Department, Washington, D. C.

PROFESSIONAL AIDS

United Nations Primer	Arne
Everyman's United Nations	Latest Edition
United Nations: Blueprint for Peace	Fenichell, and Andrews
UN – Today and Tomorrow	Roosevelt and DeWitt

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures	
Tower of Destiny	00–341
Peace Builders	0–305
People's Charter	00–83
We, the Peoples	0–446
Filmstrips	
Atomic Energy and the UN	F–640
Sacred Trust	F–641
Structure for Peace	F–642
To Combine Our Efforts – UN Permanent Headquarters	F–643
Universal Declaration of Human Rights	F–644
United Nations	F–748
Record	
This is the UN	R–130

UNIT FIVE – Communism as a Threat to Democracy

Special Unit Project

OVERVIEW

A strange new force has entered the world. It is no passing fancy that will go away if we but hide our heads or look the other way. Within a generation it has become so powerful that we cannot risk being ignorant of it any longer.

For too long we have been satisfied with half-truths and partial understandings of communism. The time has come when we must study this new force which claims the future and which claims it will bury us.

We have long known the importance of teaching, to each generation, the values of democracy which we hold dear. Our country was founded as a constitutional republic upon a faith in God and with a capitalistic economy. We believe that people have the right to choose their own government. Communism challenges all of these areas. The citizen exists for the state and the communist plan is to restrict all basic liberties. Communism advocates dialectic materialism which is contradictory to any religious belief. Religion is shunned as the "opium of the people." Communists support a state controlled economy. Production is primarily for the state and incidentally for the individual. The ultimate goal of communism is world revolution and world domination.

Since the struggle between freedom and communism is the greatest struggle yet known to mankind, we need to be mentally prepared for whatever lies ahead. Uninformed opinions and zeals, no matter how great or sincere, cannot preserve freedom. A democratic society functions best when its citizens are informed. America's best hope for the future is its youth .... youth who know the facts of America and Russia; youth who know the facts of capitalism and communism; youth who understand the challenges confronting us daily; and youth who have enlightened minds and dedicated spirits.

With this in mind we hope that the student will learn the history of communism, and the basic aspects of the communist theory and practice so that he will be able to understand, see, and support what needs to be done to help preserve our way of life.

SPECIFIC OBJECTIVES

To review the aims of democracy and the values we are defending

To teach the history of communism

To compare the methods, tactics, and aims of communism with those of a democracy

To provide an opportunity for students to study art, politics, law, education, religion, labor, science, agriculture, economy, and everyday life under communism

To explain the meaning of thought control or propaganda, and how and why the communists use this throughout the world

To have students do research in the growth of the Communist party in the United States and in the Western Hemisphere

To motivate students to think things through, to analyze and to come to conclusions concerning the Cold War, and what we can do about it

To teach new ways of studying, of securing information, and of presenting information

OUTLINE OF CONTENT

I. History of communism
(Study the history of communism through the lives of the men involved.)

- A. Karl Marx
- B. Friedrich Engels
- C. Nikolai Lenin
- D. Joseph Stalin
- E. Nikita Khrushchev
- F. Mao Tse-Tung

II. Aims of democracy and values we cherish

- A. All are created equal.
- B. Guarantee of personal rights and freedoms
- C. Respect for all religions
- D. Protection of home and family
- E. Protection of the weak and control of the strong
- F. Equality of opportunity
- G. Enjoyment of property rights
- H. Liberty – freedom

LEARNING EXPERIENCES AND ACTIVITIES

Write biographies of the communists mentioned.

Develop the growth of communism from Marx to the type in Russia today. Oral discussion may be followed by written reports.

Compare Lenin, Stalin, Khrushchev, and Mao Tse-Tung as to their personalities, methods used, and their effects upon history.

Round table discussions provide opportunities for self expressions and opinions.

Review American history and our leading documents – Declaration of Independence, and Constitution of the United States.

III. Comparison of communism and democracy

- A. **USSR** – Citizen exists for the state.
  - **US** – Government is "of, by and for" the people.
- B. **USSR** – There is one political party. Voters have no choice.
  - **US** – Citizen can vote for any party and any candidate.
- C. **USSR** – No freedom of speech, press, or assembly
  - **US** – Personal freedoms are basic to a democracy.
- D. **USSR** – Religion is frowned upon and is barely tolerated.
  - **US** – Citizen may worship wherever and however he chooses.
- E. **USSR** – Courts are political agents of the Party.
  - **US** – Trial by jury is a basic right. Courts are independent of politics.
- F. **USSR** – Economy and workers are controlled.
  - **US** Economic freedom – private enterprise
- G. **USSR** – They oppose primacy of the nationalist state. Their ultimate goal is world domination.
  - **US** – People have the right to choose their own government.

IV. Growth of Communist party in the world

- A. Methods
  1. Force
  2. Subversion
  3. Thought control
  4. Crises to weaken defenses of free world
- B. Locations
  1. All new countries
  2. Africa
  3. Cuba
  4. Central America
  5. South America
  6. Southeast Asia
  7. Elsewhere
- C. Communist party, U.S.A.
  1. History
  2. National headquarters
  3. Number of members

Use group work to explore each of the values in depth. Make reports to contain specific examples in each category within their range of experience. List rights and privileges. List any restrictions to freedoms. List specific practices associated with democracy.

Have a panel discussion: Rights and responsibilities of all citizens.

Write essay on "The Spirit of America."

Provide opportunity for group work to study contributions schools can make to democratic way of life:
- – to develop informed citizenry
- – to provide education for all (professions, business, and industry)
- – to use the democratic method in daily life:

Read books from the library.
- – representative government in student council
- – freedom of assembly in various clubs
- – all groups working together for the common good, promoting understanding

Keep scrapbook of news articles, features, editorials, or cartoons to illustrate the various differences.

Have class discussions.

Make a chart showing rights and freedoms in US – USSR. Did the Russians ever have each of the freedoms? When and how was it lost?

Make charts to illustrate the various contrasts of the two ways of life.

Small groups study and report on the various areas. Include a description of the life in the countries which made it possible to get a foothold. Include the position of the U.S. in each case (weak government, low economic conditions, etc.).

Make charts and maps:
- – to show countries that are democracies, countries that are in the communist bloc, and new nations.
- – to show nations taken over by USSR as republics and satellite nations. Give year each was taken over.

Do research on Communist party, U.S.A. Report on type of people in the party, the number of members, type of activities, kinds of controls, and methods of identification.

4. Types of activities
5. How financed
6. Publications

V. Art, politics, law, education, labor, religion, science, agriculture, economy, and everyday life under communism
    A. Means used, ends accomplished
    B. Growth at cost of liberty and human dignity
    C. Compulsory labor
    D. Conformity
    E. Lack of freedom to decide issues
    F. Successes (science)
    G. Failures (agriculture)

VI. Thought control or propaganda
    A. They fear truth. Deceit is their strategy. It is world wide.
    B. Methods used:
        1. Infiltration
        2. Espionage
        3. Sabotage
        4. Front organizations
        5. Mass agitation (riots)

VII. Cold War (a competition between systems)
    A. Economic aspects
    B. Cultural aspects
    C. Military aspects
    D. Political aspects

Make a chart to show legislation passed by the federal government to combat subversion:
Smith Act 1940
Internal Security Act of 1950
Summary Suspension Act of 1950
Communist Control Act of 1954
Espionage and Sabotage Act of 1954
Walter and McCarran Immigration and Nationality Act of June 27, 1952
Foreign Agents' Registration Act

Make charts to show the comparisons between
US – USSR
Average personal income
Production statistics in steel, autos, farm machinery, electricity
Hours of work needed to buy commodities

Give reports to explain:
Each area in depth
Life of youth in schools
Freedoms they forgo to secure ends
Life of laborers

Reports:
Propaganda (types basic to communist strategy)
Groups appealed to (professions, business, labor, youth, minority groups)
Trouble spots in any country are magnified.

Use group work to study these four aspects.

Have panel discussions to show how our foreign policy is changing, and things we are doing:
– exchange of teachers
– exchange of representatives in various areas
– Youth Corps
– regional pacts
– military bases
– defense budgets
– disarmament
– nuclear tests
– security agencies
– United Nations
– assistance to troubled areas
– Alliance for Progress
– military assistance

CULMINATING ACTIVITIES

Debates:

Resolved: That isolationism has always been the best policy for the U.S. to follow.

Resolved: That coexistence is possible for an indefinite period.

Panel Discussions:

What should we know about communism?

Is the United States adequately facing the problems confronting it today?

How and why is our foreign policy changing?

Reports:

Biographies of communists and men representing the democracies

Interviews with historical characters (dramatizations)

Americanism

Essays:

What I, as an eighth grade student, can do to help insure our democratic way of life

How the school system can better prepare students to meet the threat of communism

How communism affects me

How we can fight communism

Duties and responsibilities of the citizen in the United States should strengthen the cause of democracy.

The citizen should be eternally vigilant to deter the cause of communism.

Book Reviews:

Some outstanding books on communism should be read during this study.

Question and answer period should follow.

Notebooks:

What we as eighth graders should know about communism

Americanism vs communism

Communist party, U.S.A.

Biographies (personalities, methods, effects on history)

Selected topics of their own choosing

EVALUATION

Daily – Review the bulletin board displays, maps, and charts. What is good? What could be done to make them better?

Discuss the contributions made in class. What was good? What could be done to improve them?

Evaluate the worth of the points made during panel or round table discussions.

Objective tests –

To check facts on:
History of communism
Methods, tactics, and aims of communism
Methods of propaganda
Values we cherish

Essay tests –

To determine understandings, attitudes, and appreciations
Write a paragraph telling the salient points of a democracy which you consider most important to defend.

Write a paragraph telling specific facts of communism you consider to be the most dangerous to our way of life. Reasons.

Map tests –

Locate countries under communist influence or domination.
Locate countries under democratic law.
Locate the new neutral countries.

Was this study worthwhile to the group and to the individual?

Do you have any changed ideas or attitudes? List.

Are you better able to defend the democratic way of life? How?

Are you better able to understand the news? Explain.

Can you detect communist propaganda? How?

RESOURCES

References

Compton's Encyclopedia – Extra Edition 1960 – "Russia"

Encyclopedia Brittanica – "Communism"

World Book Encyclopedia – "Communism"

Raymond A. Bauer	**How the Soviet System Works**	
Edward Hallett Carr	**Soviet Impact on the Western World**	
Jesse C. Clarkson	**A History of Russia**	
Vera Dean	**Builders of Emerging Nations**	
Louis Fischer	**Russia Revisited**	
John Fischer	**Why They Behave Like Russians**	
Harold H. Fisher	**American Research on Russia**	
John Gunther	**Behind the Curtain**	
J. Edgar Hoover	**Masters of Deceit**	Holt
W. N. Loucks & W. J. Hoot	**Comparative Economic Systems** pp. 232, 259–264, 458–461	
Robert Magidoff	**The Kremlin vs the People**	
Harry & Bonaro Overstreet	**What We Must Know About Communism** (recommended highly)	
Ralph Lord Roy	**Communism and the Church**	
Harry Schwartz	**Russia's Soviet Economy** pp. 259–260, 484–490, 559–560	
Louis Snyder	**First Book of the Soviet Union**	
John Wallace	**Getting to Know the USSR**	

Magazines

Fortune	Oct., 1961	"The Split Level Soviet Economy
Life	Oct. 20, 1961	"Communism: An Open Plot to Rule the World"
	Oct. 27, 1961	"Khrushchev Closes In"
	Nov. 10, 1961	"How We Can Fight Back"
Newsweek	Oct. 23, 1961	"Party Congress: How Russia Is Ruled"
Saturday Review	Jan. 21, 1961	"Planning: Backbone of a Nation"
This Week	July 30, 1961	"Soviet Blunders You Never Heard About"
Time	Feb. 24, 1961	"The Russian Offensive Against the U.N. and U.S."
U. S. News and World Report	Sept. 11, 1961	"Khrushchev's Big Fear"
	Oct. 23, 1961	"Khrushchev's Master Strategy"
	Oct. 23, 1961	"Why Communists Still Can't Grow Enough Food"

Pamphlets

"U.S. – A Presentation of Americanism" James A. Moss .

Pamphlets prepared and released by the Committee on Un-American Activities, U.S. House of Representatives, Washington, D.C.:

"Communist Target: Youth"
"Communist Psychological Warfare"
"House Committee on Un-American Activities, What It is and What It Does"
"The Ideological Fallacies of Communism"
"The Kremlin's Espionage and Terror Organizations"
"Language As A Communist Weapon"
"Legislative Recommendations by House Committee on Un-American Activities"
"The New Role of the National Legislative Bodies in the Communist Conspiracy"
"Patterns of Communist Espionage"
"100 Things You Should Know About Communism"
"100 Things You Should Know About Communism in Education"
"100 Things You Should Know About Communism in Government"

"100 Things You Should Know About Communism in Labor"
"100 Things You Should Know About Communism in Religion"
"100 Things You Should Know About Communism in the U.S.A."

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures	
Bill of Rights	00–183
Constitution of U.S.	00–417
Flag Speaks	00–186
Getting the Facts	0 –885
Give Me Liberty	00–187
Invitation to the Nation	0 –215
Make Mine Freedom	0 –629
Meet Your Federal Government	00– 67
Our Living Constitution	0 –606
Our Living Declaration of Independence	00–190
Our National Government	00–298
Resolve of Patrick Henry	0X–109
Russia	0X–195
Russian Life Today: Inside the Soviet Union	00–589
Soviet Union	00–437
Film Strips	
USSR – The Land and the People	F-186
Free Americans Establish a New Nation	F–950
Growth of the Constitution	F–991
Growth of American Democracy	F–1368
Moscow	F–2056
Milestones on Road to Democracy	F–2066
Meeting of East and West	F–2067
Sound Film Strips	
Land of the Free Series	FO–3
Sing a Song of Friendship	FO–53
Records	
Documents of America Record Series:	
Monroe Doctrine	R–230
F. D. Roosevelt's Four Freedoms' Speech	
Bill of Rights	R–232
Patrick Henry's Famous Speech	
Declaration of Independence	R–233
Lincoln's Gettysburg Address	
Tape Recordings	
American Citizenship	TA–8
I Speak for Democracy	TA–10
Transcriptions	
I Was a Communist For the FBI Series	(52 in all)
I Walk Alone	T–251
I Can't Sleep	
Treason Comes In Cans	T–268
The Flames Burned Red	
The Brass Monkey	T–276
Forged Faces	
Face to Face – Helen Hayes	T–310
Blow that Whistle – Everett Sloane	
Arrow in the Air – Victor Jory	T–314
Carolina Kid – Canada Lee	

Unit Six – Informing the Public – Public Opinion
(Special Unit Project)

OVERVIEW

As the world grows older, as its civilization becomes more complex, and particularly, as the population increases and nationalism gives way to feelings of at-oneness, or "Worldism," the problems of mass communication become more important. As the student of today becomes the voting citizen of tomorrow, the intelligent assimilation of information and the relegation of detail to proper perspective become a vital necessity. It is hoped that the student, through the study of this unit, will discover for himself certain principles of judgment which will be of continuous value.

SPECIFIC OBJECTIVES

To become acquainted with the various means of communicating information to the masses

- Types of media, such as press, radio television, advertising
- Terminology, such as editorial, newscast, tabloid, headlines, propaganda, commentary
- Patterns of organizations whose responsibility is divulgence of news, such as Associated Press, Gallup Polls, advertising agencies, publishing concerns
- Means of communication peculiar to each media, such as newscasts, extra, feature story, pictorial presentations, debates, speeches, articles
- Trends of the times, such as the impact of television on political campaigns, safety billboards on motorists, radiocasts on driving conditions, world news coverage

To understand methods of control exercised over information-giving agencies

- Governmental regulations
  - Agencies, such as the Federal Communications Commission, Pure Food and Drug Administration, and other inspectional and restrictive bureaus
  - Congressional investigations
- Economic forces
  - In the field of advertising
  - In the field of publication or presentation
  - Private ownership and monopolistic tendencies
- Private concerns
  - Rating bureaus
  - Popularity polls
  - A.B.C. (Audit Bureau of Circulation)
- Social mores and interests
  - Timeliness and immediate coverage
  - Popular trends and approval
  - Standards of acceptable content in language, artistry, color

To understand the "why" of these controls

- The abuse of liberties, which has necessitated some controls
- Some valuable aspects of "pressure groups"
- Limiting freedom of public speech and the press to serve the greatest good for the greatest number
- Less critical thinking involves belief that whatever is in print must be true.
- Tendency of public to react immediately to what it hears
- Example: Reaction of general public to Orson Welles' horror shows on TV in 1955

To evaluate the effect of available information on individual's own perspective

- To understand how certain pressures such as social bias and economic interests have contributed to the final form of the information as it reaches the public
- To recognize propaganda, various forms of advertising, and mass pressures
- To recognize prejudice and personal opinion in news items
- To evaluate personal opinion in editorials
- To discern economic ties between advertising and the instruments of general communication
- To be aware of moral responsibilities which go with the dissemination of information
- To realize the vastness of the field by observing the results of one particular item of expression, such as presenting a public figure on TV to influence public opinion for or against a point in question or another individual; thorough coverage of a news item through newspapers, radio, and TV with follow-up coverage; creation of sympathy toward certain causes; or causing a change of public opinion on a matter through emotional appeals well placed before the general public

OUTLINE OF CONTENT – LEARNING EXPERIENCES AND ACTIVITIES

I. Introductory activities

   A. Determine amount of reading, listening, careful watching, and casual looking each member of the class engages in at the actual start of the unit. (Each student to make a chart of this on a daily and weekly basis.)

B. Decide which media of divulging information affects each class member most decidedly, and why, and rate the others accordingly.

C. Choose arbitrarily a given topic in the news with which the entire class is fairly familiar. Attempt to determine what part of each member's own opinion has been formed through reading, through listening, and through watching.

D. Check to find accuracy of each class member's opinion on some of the factual points involved in the topic. Attempt to find out how much prejudice or personal bias is involved, and how strong the students knowledge, or misknowledge, is.

E. Find out which agencies, governmental or private, and what forces have influenced the presentation of the topic to the public, and the results of this influence.

II. Enlarging activities

A. Students to make notes on the many phases of communications, starting with the historical background of each, and bringing each up to the latest developments to date, with special study on any one of particular interest:

1. Printing press
2. Newspaper
3. Magazines
4. Bulletins and other publications
5. Government releases
6. Wireless radio
7. Telegraph
8. Telephone
9. Television
10. Advertising
11. Publishing houses

This information may be shared with the class by means of group discussions led by those who chose the same topic.

B. Students to suggest topics for special committee work and reports on such related topics as:

1. Federal Communications Commission
2. Other governmental agencies having restraining responsibilities
3. Congressional investigations
4. Private agencies related to the dissemination of public information
5. Effect of local mores on communication media
6. Ownership of large publications in community
7. Ownership of small publications in community
8. Pressures applied by national advertisers
9. Sources of propaganda; reasons for; good and bad; and effects of
10. National, local, and individual responsibilities for informing the masses

Committees are to be given time to discuss their topics, plan a course of study, and find an effective way of presenting their findings to the class. Help is to be given by the teacher in finding resource material and guidance in preparing report to class. Opportunity is given each committee for this report, followed by class discussion and, perhaps, some questions by committee members to be sure the class absorbed the material presented.

C. Class to make scrapbook illustrating examples of:

1. Fact opposed to opinion on news broadcast or in news article
2. Reliable sources as opposed to dubious ones as given in a magazine story
3. Editorializing – compared to factual reporting in a local newspaper
4. Cartooning as means of informing the masses or swaying opinion
5. Human interest appeal of a feature story eliciting responses from the public, such as contributions to a family struck by the tragedy of a fire; job opportunities to persons out of work whose hard-luck story gains public attention; correspondence from people at large to a shut-in
6. Graphs and charts showing interesting information, such as literacy rate of the various nations; ratio of newspapers to size of population in given area; languages used in local press; amount of advertising compared to news coverage in various publications; ratio of local to national advertisers
7. Newspaper coverage of an item of local interest, showing first coverage, buildup during general interest, decline and death of item

D. Each class member to conduct a local poll or make a survey on some topic of interest to him, such as neighborhood opinion on the outcome of a controversial news topic; average magazine and newspaper subscriptions in a given group; amount of time spent in listening to, and watching entertainment-type programs

CULMINATING ACTIVITIES

Invite a speaker or speakers connected with fields of communications to address the class, with time given for discussion questions.

Visit newspapers, radio and TV broadcasting stations, local governmental restrictive agencies, and other points of interest.

Summarize class learning in scrapbook and present it to the school library.

Mimeograph most interesting results of class polls and surveys and give copy to other classrooms, volunteering to explain same if interest is aroused.

Prepare skits from most interesting committee reports to present to other classes.

Prepare play showing how mass communication, given in its various forms, changed the opinions of a group from those of pure prejudice and personal bias, to ones held by thinking and critically evaluating the information to present to the student body.

Refer to point A under Introductory activities. Determine how much more reading, listening and watching each student is doing at the end of the activity with the amount done at the beginning. Attempt to determine whether or not there is more critical thinking and careful evaluating as a result of the study of the unit.

EVALUATION

Note: This type of unit is always difficult to evaluate by pencil and paper tests, or by specific grades, because the learnings are subtle and almost unmeasurable. There are, however, two possibilities.

Subjective

The teacher may use the following points to evaluate the individual work of each pupil in reporting, whether in oral or written form:

- Oral reports
    - Content and organization
    - General delivery and vocabulary
    - Specific application to phase of unit
- Individual or group written reports
    - Content
    - Variety of sources
    - Aptness of examples
    - Organization, bearing on unit and effectiveness in presentation

Objective

An objective test might be made up by contributions from the class taking the form of questions of the following types:

Matching

1. editorial	a. attempts to sway public opinion
2. feature story	b. factual account of events
3. propaganda	c. a story w[illegible] emotional appeal
4. newscast	d. expression of writer's opinion

Completion

1. The earliest practical invention for the dissemination of information in large amounts was the efficiently put to use by in Germany.

Multiple choice

1. The "Tabloid" was a:
    a. writing instrument employed by primitive people.
    b. largely pictorial, sensationalistic newspaper.
    c. news magazine concerned with the temperance movement.
    d. important component of the first radio.

True or false

1. Marconi developed the practical use of the storage battery.
2. F.C.C. regulates commerce and communications, and tests for truthfulness in advertising on canned goods.
3. The variety of radio programs has decreased as the variety of television programs has increased.

4. The A. B. C. checks accuracy on publications with a circulation of over 2,000,000.

Correlative assignment

Assume that you know the following facts:

A bomb scare occurred at your school yesterday.

An anonymous phone call was received in the office at 2:15 p.m.

A fire alarm evacuated the school in 4 minutes.

Fire engines and police cars arrived simultaneously, five minutes after the alarm was called i

Custodians located an empty wrapped shoe box in the storage room in less than a minute after call was received.

Policemen and firemen checked the building and school resumed in about fifteen minutes.

Assignment: Write a short news story about the above.
Write an editorial about the above.

RESOURCES

Allen, Stegneir, et al	**Civics – Chapter 21**	Ginn
Edgar Dale	**How To Read a Newspaper**	
Gavian, Gray and Groves	**Our Changing Social Order** Chapter 29	Scott Foresman
V. C. Key	**Politics, Parties, and Pressure Groups**	Crowell
Robert Rienow	**Calling All Citizens**	Houghton Mifflin
C. H. Scherf	**Do Your Own Thinking**	McGraw–Hill
Katherine B. Shipper	**Mr. Bell Invents the Telephone**	Random House
Smith, Tieggs and Adams	**Your Life as a Citizen**	Ginn
Steinberg and Knowlton	**The American Way in Community Life** Chapter 13	Heath
Raymond F. Yates	**The Boy's Book of Communications**	Harper

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures	
Development of Communication	0–97
Discussion Technique	0X–74
Freedom to Learn	0X–71
Getting the Facts	0–885
The Gossip	00–423
Make Mine Freedom	0–629
Mr. Bell	0X–47
Making Yourself Understood	00–393
Network Broadcasting	0–286
New Tools for Learning	00–230
Newspaper Serves Its Community	00–621
Our Living Constitution	0–605
Our Living Declaration of Independence	00–190
Political Parties	0–325
Practicing Democracy in the Classroom	00–325
Pressure Groups	00–302
Propaganda Techniques	0–553
Public Opinion	0–340
Ruble War (Parts I and II)	0X–148
Speech: Group Discussion	0–860
Stepping Along with Television	0–512
Story of FM	00–118
Story That Couldn't be Printed	0–399
Television	0–413
Ticket to Freedom	00–523
Thanks for Listening	0X–108
Underwater Speechways	0–425

Filmstrips:

Advertising – A Force in Modern Living	F–424
Communications in the United States	F–1337
Man and His Fight for Freedom (Kit of 8 filmstrips) **Part 2 – Man Learns to Communicate**	F–1270
You and Your Newspaper	F–1811
Case of the Curious Citizen (Kit of 1 record, guide, and 36 2x2" color slides)	KO–3

PROFESSIONAL AIDS

Ethel J. Alpenfels	**Sense and Nonsense About Race**	Friendship Press
Stuart, Chase	**Democracy Under Pressure**	Twentieth Century Fund, New York
Civic Education Center	**Who Says So?**	Tufts University
	A Free and Responsible Press: A General Report on Mass Communication	Commission of Freedom of the Press University of Chicago Press, Chicago, Ill.
Edgar Dale	**How To Read A Newspaper** (Chapter 11 in same for students)	Scott, Foresman
R. F. Flesch	**Art of Clear Thinking**	Harper
Kumata and Deutschmann	**Mass Media: Journalism, Broadcasting** Vol. 28, April, 1958 – 148–158	Review of Educational Research
Harry H. Mallach, Jr.	**Teaching Use of the Newspaper**	
Herbert L. Marx	**Television and Radio in American Life**	H. W. Wilson
Karl Schriftgiesser	**The Lobbyists: The Art and Business of Influencing Lawmakers**	Little, Brown
Steinberg and Knowlton	**The American Way in Community Life**	D. C. Heath

Unit Seven: Missouri Is the Gateway to the West.

Suggested Time – Eight Weeks

OVERVIEW

Missouri has often been referred to as the "Mother of the West" or the "Gateway to the West" not only because of its geographical location – the center of the nation – but also because of the important role it played in the development of western exploration.

There is no state in the United States that has more different kinds of employment than does Missouri. Industries have either originated or have moved here because of the vast supply of raw materials needed – metals, coal, animal products, unlimited supply of water, and other resources. Missouri is one of the leading states in the preparation of food products; it is the shoe center of the entire country; it is one of the world's leading producers of fire-brick; and it is becoming a leader in the tourist industry.

Missouri has had the honor of producing a number of men and women whose fame has spread all over the world. Writers, poets, educators, artists, scientists, musicians, entertainers, leaders in government, military leaders, newspaper editors, engineers, and others have made the "Show-Me" state one of which we can be proud.

"Missouri Day," the first Monday in October, should be observed in some appropriate manner. The third Friday in October of each year is set apart as "Missouri Writers' Day."

A study of Missouri, with its rich historical heritage, should be an interesting and rewarding experience. It should help to clarify some of the social and economic problems that confront us today.

Missouri School Laws, Publication No. 10(1956), sections 163.200 to 163.210, make the following requirements: "In all public and private schools within the state of Missouri . . . there shall be given regular courses of instruction in the Constitution of the United States and of the state of Missouri . . . not beginning later than the seventh grade . . . " This law moves the Kansas City Public Schools to a required study of the Constitution of Missouri in grade eight.

SPECIFIC OBJECTIVES

To acquire a knowledge of the early pioneers of Missouri

To gain knowledge of the varied industries of the state of Missouri

To develop attitudes of respect and obedience to the laws of the state

To develop an appreciation of the vast resources which Missouri offers her citizens

To develop an appreciation of the social institutions and cultural opportunities offered to the people of this state

To develop an understanding of the organization and services of Missouri's government

To develop an appreciation of the way in which Missouri cares for the unfortunate people of the state

To acquire an understanding of the relation of Missouri to the United States and to the world

To pass a required test over the Constitution of Missouri

OUTLINE OF CONTENT	LEARNING EXPERIENCES AND ACTIVITIES
I. Missouri's story is one of progress and accomplishment.	Visit Fort Osage.
A. Early friends and neighbors 1. Mound builders 2. Indians 3. French 4. Spanish 5. English	Motion Picture: 0–961 **Missouri** Prepare an exhibit of Indian relics found in Missouri. Motion Pictures: 0X–101 **Missouri – Land of Diversity** 0X–101 **Missouri and Its Natural Resources**
B. Missouri becomes a state. 1. French settlements 2. Spanish settlements 3. Purchase of Louisiana Territory 4. Lewis and Clark Expedition 5. Missouri Compromise 6. Missouri admitted to Union	Construct maps and charts of early settlements in Missouri.
C. Missouri matures 1. Platte Purchase 2. Border warfare 3. Civil War 4. Constitution of 1865 5. New Constitution	Discuss by groups and committees "Missouri Matures."

D. Missouri's greatness 1. Transportation a. Early trails b. Steamboat c. Railroad d. Highways and airways 2. Banking 3. Modern business	Use pictures of early transportation in Missouri. Locate on maps early transportation routes. Use road maps and time tables. Motion Pictures: 0X–121 **Sound of A Million** 0X–64 **Cowtown, U.S.A.**
E. Cities 1. St. Louis 2. Kansas City 3. St. Joseph 4. Springfield 5. Joplin 6. Independence 7. Columbia 8. Jefferson City 9. Cape Girardeau 10. Hannibal 11. Sedalia 12. Other cities	Write to Chamber of Commerce for pamphlets. Play a game to recognize cities.
F. Famous Missourians 1. Famous pioneers 2. Early settlers 3. Government leaders 4. Military leaders 5. Writers, poets 6. Artists, musicians, entertainers 7. Scientists 8. Educators	Play a game, "Who Am I?" Read about famous Missourians. List the accomplishments of any one. Read stories and poems written by these pepole. Motion Pictures: 0–479 **Mark Twain** 00–562 **Mark Twain: Background for His Works**
G. Important symbols 1. State symbols a. Seal b. Flag c. Motto d. Bird e. Flower f. Tree g. Song 2. Other symbols a. Mule b. Pony Express c. "Ozark Pudding" d. Miss Mizzou e. "Show Me" f. "Red Birds" g. Kansas City Athletics	Read aloud excerpts of some of the literature. Study pictures – "Lassoing Horses" Thomas Hart Benton "Emigration of Boone" George C. Bingham Be able to recognize each of the symbols. Learn the state song, "Missouri Waltz." Display the Missouri flag. Know the motto. Know the story of the Pony Express. Copy the recipe for "Ozark Pudding."
II. Missouri has many natural advantages. A. Central location in the United States B. Four natural regions C. Rivers D. Lakes, caves, and springs	Use atlases, textbooks, and encyclopedias. Motion Picture: 0–425 **Indian Summer** Make models and maps of the natural regions of Missouri.
E. Natural resources 1. Soil, greatest resource 2. Mineral resources 3. Wildlife, timber 4. Climate	Use pictures showing natural resources. Motion Picture: OC–24 **Lead, from Mine to Metal** Collect samples of soil and minerals. Mount specimens of wood and pictures of wildlife. Make a bar graph showing comparative amounts of minerals mined in Missouri.
III. Industry, culture, and democracy develop. A. Industry, trade and agriculture grow. B. Education C. Culture and professional organizations D. Religious influence	Find out about kinds of jobs in our community. Make a list of higher institutions of learning found in Missouri.

- E. Welfare and correctional agencies
- F. Recreation

IV. Our State Constitution is presented.

- A. Our State Constitution
  1. History of its development
  2. Four Constitutions – 1821–1865–1875 1945
  3. General plan: Comparison with the Federal Constitution
     - a. Preamble
     - b. Branches of government
     - c. Bill of Rights
     - d. Amendments
- B. Branches of State Constitution
  1. Legislative
  2. Executive
  3. Judicial
- C. Requirements for holding office
- D. Checks and balances
  1. Federal Constitution
  2. Branches of government
  3. Referendum
  4. Initiative
  5. Recall
  6. Veto
  7. Supreme Court

V. Conservation needs are considered.

- A. Conservation Commission
  1. Duties
  2. Problems
- B. Practices of conservation
  1. Forests
  2. Wildlife
  3. Soil
  4. Water
  5. Fish

Use resource persons: senators, representatives, military leaders, writers, artists, musicians, ministers, conservation agents.

Motion Picture:
00–443 **The Year's at the Spring**

Compare the four Constitutions.

Write a model constitution.

Study government publications.

Pass a written test over the Missouri Constitution.

Write to Conservation Commission for pamphlets.

Be able to identify ten native Missouri birds.

Know the wild animals. Using reference books, know something of the habits, the homes, and other features of interest.

Make a pictorial map of Missouri.

CULMINATING ACTIVITIES

Prepare and present skits from Mark Twain's **Huckleberry Finn.**

Write a short play featuring Huck Finn and Tom Sawyer with the "gang." Select your classmates to act the play.

Write a comedy sketch of an auction sale in a Missouri rural section.

Construct the best-equipped Missouri farm you have seen.

Collect poems, stories, and pictures pertaining to Missouri and make a school scrapbook out of them.

Collect and read to the class about birds common to Missouri.

Make a talk on "Why I Like to Live in Missouri."

Present the following assembly programs:

"Mark Twain Program"
"Missouri Day"
"Missouri Writer's Day Program"
"Missouri Folklore Program"
"Local History Day"

Take a trip to the following places:

Fort Osage
Hannibal
Jefferson City

Plan and prepare a "buzz-session" on some phase of the unit and invite another room as guests.

EVALUATION

Throughout the unit there is the necessity of remembering that the maturity level of the pupils will constitute the extent of the information to be required, and the depth of understanding that can be expected. Evaluation must be continuous, cooperative, and constructive. It should always be based upon the objectives set up. Many individual and group activities could serve as a basis for pupil evaluation. It might be desirable to discuss strengths and weaknesses of pupil leaders, group actions, and processes, individual and group controls, individual and group products. The teacher should keep anecdotal records which describe behavior so that growth and change in habits, attitudes, appreciations, judgment, and choice can be measured. It is also suggested that a written test be given at the end of the unit to learn the ability of the pupils to solve problems on the reflective level. However, evaluation techniques should not be left for the last; they should occur at intervals throughout the unit.

RESOURCES

Texts

Browne	**Missouri Geography**	Harlow
Collins and Elsea	**Missouri, Its People and Its Progress**	Webster
Karsch	**The Missouri Citizen**	State

References

	Agricultural Atlas of Missouri	
J. Allen	**Adventures of Mark Twain**	
Connelly	**Quantrill and The Border Wars**	
Eugene Field	**Poems of Childhood**	
Marsh	**Missouri Anthology**	
	Missouri Blue Book	
Payne	**Boy's Life of Mark Twain**	
Randolph	**Ozark Mountain Folks**	
Shoemaker	**Missouri's Hall of Fame**	
Violette	**History of Missouri**	
Wilson	**Backwoods America**	
	Missouri	Writer's Program

Maps
- Physical-political map of Missouri
- Outline maps for pupils' use

Resource People
- Political leaders
- Conservation agents
- Community members
- Ministers
- State Patrol members

Other Resource Media

Bulletins:
- No. I **White River County of Missouri**
- No. II **Lake of the Ozarks County of Missouri**
- **This is Missouri**
- **Missouri Spectacular**
- **Daniel Boone Region of Missouri**
- **Kansas City Area of Missouri**

Records:
- "Missouri Waltz"
- "Frankie and Johnny"

Pamphlets:
- **Road map of Missouri**
- **Missouri – Family Vacation Land**
- **Memorable Missouri**
- **A Variety Vacation in Missouri**
- **Missouri State Parks**
- **Forestry in Missouri**

Pamphlets: (Continued)

Missouri's Deer Herd
Citizens of Soil

Magazines: Missouri's **Conservation** magazine

Art and Architecture:

Early Period: Fort Osage

Civil War Period: Houses in Independence
Harris Home (Westport)

Murals: Public Library

Truman Library

Museum Displays: Period rooms at the Kansas City Museum

Bingham pictures at the Nelson Gallery

Statues: Washington at Valley Forge

The Scout

The Pioneer Mother

Poems and stories from anthologies

PROFESSIONAL AIDS

John Dos Passos	**The Theme is Freedom**	Dodd & Mead
Faunce & Bassing	**Developing the Core Curriculum** (Second Edition)	Prentice Hall
Gross & Zeleny	**Educating Citizens for Democracy**	Oxford University Press
Noar	**The Junior High School, Today & Tomorrow**	Prentice Hall
Quillen and Hanna	**Education for Social Competence**	Scott, Foresman

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

GRADE NINE — CITIZENSHIP

(REQUIRED — ONE YEAR)

GENERAL AND ADAPTED COURSES
UNITS OF STUDY

105-A

INTRODUCTION

SOCIAL STUDIES – Grades Nine Through Twelve

In the course guides grades nine through twelve the unit method is used as a means of presenting content in the various areas of the social studies. Here the term "unit" signifies a plan for organizing subject matter and related learning experiences around a principal topic and sub-topics in order to help the student see the scope and related subject matter to be studied. Each of the course guides has been organized in this manner.

The teacher should seek to create a classroom climate that will enlarge student knowledges and firm the social studies' goals and purposes. Both student and teacher should be aware of specific objectives for a particular unit of study as well as each serving as evaluators of the growths in achievements and competence in social behaviors appropriate to our democratic society.

CITIZENSHIP General Course (Required) one Year

UNIT ONE: We Develop Work Study Skills to Meet our Individual Needs.

Suggested Time – Two Weeks

OVERVIEW

Many students in our high schools are not working under the best possible conditions. Some are not working up to capacity, while others would be glad to increase their efficiency if they only knew how. Studying requires hard work, and most students have to develop the art of studying as they have to develop other habits and skills necessary to success in life. Studying is the method by which subject matter is converted into ideas that will be effectively used in the subsequent life of the student. The competency of each student may be increased by helping him learn to use more skillfully what abilities he has.

This unit points out the importance of good study habits and suggests correct procedures for attaining good work-study skills. Teachers will no doubt want to explore recent research on the psychology of learning and modern techniques for teaching pupils how to learn.

SPECIFIC OBJECTIVES

To show the importance of work-study skills and their relationship to success in school

To provide specific suggestions for good study habits and to establish practice in study-skill development

To provide a basis for the evaluation of student progress in study skill development during the year

To develop appropriate attitudes concerning good study habits and skills that will help motivate the students' learning behavior

OUTLINE OF CONTENT	LEARNING EXPERIENCES AND ACTIVITIES
I. Your work-study skills are important in improving the quality of your work. A. While attending school B. While pursuing your life work	See text: Invite the school counselor or a local businessman to talk to students about the importance of developing appropriate work-study skills. Plan a handbook of work-study skills as a guide for the year. Prepare a class outline on the meaning of the grade card markings. Motion Pictures: 0–921 **How To Succeed in School** (11 min.) 00–527 **How to Think** (14 min.) Filmstrips: F 1962 **Getting the Most Out of High School** F 1767 **Thinking Together**
II. Your time is valuable and should be budgeted carefully. A. Scheduling time for study B. Scheduling time for special research assignments 1. Book reports 2. Laboratory reports 3. Oral topics 4. Examinations 5. Special written reports C. Scheduling time for term or semester reviews	Compose a letter to a fellow student on "How to Live Twenty-four Hours a Day" (the title of a book by Arnold Bennett). Write a paragraph on what a student can do about a situation in which "Active little seconds nibble away our lives." (a phrase from Guy de Maupassan Have students relate their experiences about what happens when one falls behind in his work. Prepare a study schedule using the following suggested steps: Make an activity record for a typical week including the study time for each subject. Examine your activity record and make adjustments in areas needed. Follow the adjusted schedule for a week. Make further adjustments until the schedule appears to be meeting your needs. Continue to follow the schedule until it become a habit.

III. Your choice of a place for studying can make a big difference in your efficiency.

- A. In the home
  - 1. Adequate room space
  - 2. Well lighted and ventilated room
  - 3. Comfortable desk or table and chair
  - 4. Freedom from distractions
  - 5. Necessary tools and materials conveniently at hand
- B. In the school
  - 1. Study halls
  - 2. Classrooms
- C. In the use of the library

IV. Your development of proper study techniques will lead to more successful accomplishment.

- A. How to understand clearly what you are to do – listen!
- B. How to become a skillful reader
  - 1. The reading tasks
    - a. Making up questions suggested by the main headings
    - b. Reading to answer your questions
    - c. Checking your understanding by reciting the answers
    - d. Rereading when necessary to clarify any ideas of which you are not sure
  - 2. Good reading standards
    - a. Satisfactory reading rate
    - b. Reading without moving lips, tongue, or throat muscles
    - c. Concentration while reading
    - d. Adequate vocabulary
    - e. A questioning, critical, or evaluating attitude
    - f. Practice in reading a variety of materials
- C. How to take good notes
  - 1. Purpose of note taking
  - 2. Kinds of note taking
    - a. From one's own book
    - b. From books other than your own
    - c. From lectures and discussions
  - 3. Qualities of good notes
    - a. Accuracy
    - b. Brevity
    - c. Clarity
    - d. Neat arrangement
    - e. Good organization
- D. How to develop a good memory
  - 1. General principles for memorizing
    - a. Comprehending what you are going to try to remember
    - b. Associating new ideas with already known or familiar ideas
    - c. Fitting your new ideas together into a logical unit
    - d. Rereading and reciting

Have some students explain their schedules in class and tell why they prefer the form and distribution of time they have chosen.

Prepare a diagram of your place of study and of the perfect study room as you imagine it to be.

Have the entire class take two examinations of similar difficulty and length under the following conditions:

For five minutes with a phonograph in the room playing popular music

For five minutes without music

Compare the performance of the class on the above examinations as a whole and of yourself in terms of accuracy and speed.

Filmstrip

F 554 **Improve Your Study Habits**

Have students prepare and keep an assignment booklet or special assignment section in their notebooks.

Invite a reading specialist to class to demonstrate various mechanical devices designed to increase reading speed.

Have each pupil practice the reading tasks on daily assignments.

Have each pupil practice skimming.

Conduct reading experiments that will indicate reading speed.

Have each pupil keep a vocabulary notebook.

Discuss in class the similarities of reading and listening and their differences.

Have students take notes from lectures, panel discussions, their text, or reference books. Ask someone to volunteer to place his notes on the board for discussion.

Have students memorize selected American Heritage items: Lines from the "Declaration of Independence"; Lincoln's "Gettysburg Address"; "Preamble to the Constitution"; "The Second Inaugural"; "Star Spangled Banner"; "School Creed and Song"; "Athenian Oath"; "Oath of Citizenship"; and "Pledge to the Flag".

Divide the class in half. Have one half read silently an unfamiliar passage from a book of which everyone has a copy. Have someone read the same passage aloud to the other half of the class. Compare results.

Discuss the advantages and disadvantages of each method.

Explain why listening is a difficult skill to develop.

Read aloud brief passages from text and conduct "question and answer" session about the content read.

List the characteristics of (a) a good speaker, (b) a good listener, and (c) a good reader.

        - e. Distributing your effort
    - 2. Methods for verbatim memorizing
        - a. Practicing in the same form you will give material later
        - b. Memorizing material as exactly as possible from the start
        - c. Using "whole" method for short selections
        - d. Using "whole-part-whole" method for long selections
        - e. Making difficult material stand out by underscoring words

- E. How to be a better listener
    - 1. Preparation for listening
        - a. Review what you already know about the subject.
        - b. Read as much about the subject as you can.
    - 2. Search for main ideas.
    - 3. Assume a business-like attitude toward the listening process.

- F. How to prepare for and take examinations
    - 1. Preparation
        - a. Planning examination study schedule
        - b. Preparing a master outline of the subject
        - c. Making an examination for each course as if you were the teacher
        - d. Paying special attention to troublesome points
        - e. Conducting final review of material you have previously studied
    - 2. Taking essay examinations
        - a. Underlining important words in the directions
        - b. Outlining the answer to each question
        - c. Budgeting your time
        - d. Beginning a new paragraph for each point
    - 3. Taking objective examinations
        - a. Budgeting your time
        - b. Underlining important words in the directions
        - c. Answering the easy items first
        - d. Proofreading your answers

- G. How to use the library and resource materials
    - 1. Library classification systems
        - a. Dewey Decimal System
        - b. Library of Congress System
    - 2. Card catalogues
        - a. Author card
        - b. Title card
        - c. Subject card
    - 3. Use of reference resources
        - a. Encyclopedia
        - b. Dictionary
        - c. **Reader's Guide to Periodical Literature**
        - d. Almanacs
        - e. Yearbooks
        - f. Atlases
        - g. Maps
        - h. Globes
        - i. Charts
        - j. Gazetteers

Have everyone in the class prepare an examination. After each person takes his own examination, exchange papers and take other person's examination.

Make a list of ways in which a student who is given to panic during examinations (even following good preparation) can reduce such feelings.

Discuss with the class the best procedure to follow when personal emergencies arise during an examination, e.g., nosebleed or headache, etc.

Have a librarian conduct the class through the library.

Assign reports on Melville Dewey and the Dewey Decimal System.

Compare and contrast the Dewey Decimal System and the Library of Congress System.

Explain the types of card catalogues and the information given on them.

Make assignments that will necessitate the use of the card catalogue, **The Reader's Guide to Periodical Literature**, reference books, globes, charts, etc.

Filmstrips:

F 399	**Maps and Their Meanings**
F 2106	**The Globe**
F 1086	**Using Maps and Globes**
F 1244	**Aids in Writing and Reading**
F 1245	**Almanacs and Yearbooks**
F 1246	**Books for Biography**
F 1247	**Gazettes and Atlases**
F 1248	**One Volume Encyclopedias**
F 1249	**Reader's Guide**
F 1156	**How to Use the Encyclopedia**
F 563	**Card Catalogue**
F 564	**Dewey Decimal System**
F 565	**Dictionary I and II**
F 566	**Encyclopedia**
F 1250	**Use Your Library**
F 1251	**Your Library – A Treasure Chest**

V. Evaluation of work-study skills and citizenship achievement	Administer Work-study Skills Test in September.
A. Work-study skills tests	Administer Citizenship Achievement Tests in September and May.
B. Citizenship achievement tests	
	You or the school counselor explain the results of testing.
	Encourage each pupil to work to improve his weaknesses as shown by the test results.
	List those points which need greatest attention.

CULMINATING ACTIVITIES

Prepare a panel discussion on study habits and techniques.

Conduct surveys to determine if study habits have carried over into other classes.

Construct bulletin board displays and posters throughout the school year to serve as reminders about study habits and skills.

Prepare notebooks with appropriate newspaper and magazine clippings with students' examples and illustrations of how they have utilized specific study skills in their class work.

EVALUATIONS

Teacher-made tests on subject matter content

Class discussion

Surveys conducted to determine carry-over into other areas of study

Work-study skills test

Citizenship achievement tests

Careful observations of students' work-habit ratings on report cards

RESOURCE MATERIALS

Tiegs, Adams, etal (text)	**Your Life As A Citizen**	Ginn
Cole, Luella,	**Students' Guide to Efficient Study**	Rinehart
The New York State Counselors' Association,	**How To Study Tips**	Delmar
Hughes,	**Building Citizenship**	Allyn and Bacon
Preston, Ralph C., and Botel, Morton,	**How To Study**	Science Research Associates
	Study Skills Workbook No. 1 for Junior High Schools.	**Scholastic**
Whipple, Guy Montrose,	**How To Study Effectively**	Public School Publishing Company

RESOURCE PEOPLE

School counselors; local businessmen; book company representatives; librarians.

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures

0– 204	**How to Study**	(11 min.)
0– 203	**How to Read A Book**	(10 min.)
0–1031	**How to Remember**	(11 min.)
0–1032	**How we Learn**	(11 min.)
0– 737	**Listen Well, Learn Well**	(10 min.)
0– 229	**Know Your Library**	(11 min.)
0– 601	**Maps and Their Uses**	(10 min.)
00– 739	**Globes: Their Function in the Classroom**	(14 min.)
0– 158	**Poster Making Design and Technique**	(10 min.)

00– 507	**Better Bulletin Boards**	(14 min.)
00– 240	**High School: Your Challenge**	(13 min.)

PROFESSIONAL AIDS

Aiken, Daymond J.,	**You Can Learn to Study**	Rinehart
Bird, Charles,	**Learning More by Effective Study**	D. Appleton Century
Brown, Elmer Howard,	**This Is the Way to Study**	Lippincott
Froe, Otis,	**How to Become a Successful Student**	Arco
McKinney, Fred,	**Psychology of Personal Adjustment: Students' Introduction to Mental Hygiene**	Houghton, Mifflin
Preston, Ralph Clausius,	**Teaching Study Habits and Skills**	Rinehart
	The Problems Approach and the Social Studies, Curriculum Series No. 9, revised edition.	National Council for the Social Studies, 1960
Morse, Horace T., and McCune, George H.,	**Selected Items for the Teaching of Study Skills and Critical Thinking,** Bulletin No. 15	National Council for the Social Studies
Carpenter, Helen McCracken, Editor,	**Skills in Social Studies**	Twenty-Fourth Yearbook, National Council for the Social Studies
Wilcox, Glenn W.,	**Basic Study Skills**	Allyn and Bacon

CITIZENSHIP – General Course (Required) one year

UNIT TWO: We Participate Together in Our Communities and Recognize Our Civic Responsibilities.

Suggested Time – Seven Weeks

OVERVIEW

Boys and girls are familiar with a home, a school, a church, and a community. They should be led to see and to appreciate the purposes, the ideals, and the values of these institutions to community life. The increasing complexity of life necessitates greater and more specialized provisions for civic protection. The individual pupil should become more conscious of the effects of his attitudes and actions on the community. Society owes to the individual protection against acts of lawlessness and irresponsibility. Group planning and action are necessary to provide for the health, safety, protection, and security of that society. A high degree of success in group planning and action depends upon individual observance of law and respect for authority as well as participation in community activities.

Conditions which promote health and happiness enable the individual to render his best service to family, school, church, community, and nation. The factors which retard the development of members in the community, such as accident, fire, and crime, constitute a vital problem for control and prevention. These social conditions should be understood by the young citizen in a democracy.

SPECIFIC OBJECTIVES

To develop an appreciation for and an understanding of the community, its institutions, and the agencies that promote safety, protection, and human welfare

To stimulate individual and group responsibility for active participation in the life of the community

To understand the democratic way of solving problems

OUTLINE OF CONTENT

I. The citizen plans and assumes problem solving activities in the community.
  - A. Identity of communities
    - 1. Definitions
    - 2. Types
    - 3. Sizes
    - 4. Special features
  - B. Growth of communities
    - 1. Growth during colonial period
    - 2. Immigration and growth trends
      - a. Old immigration
      - b. New immigration
    - 3. Current conditions affecting growth
      - a. Problems
      - b. Trends
    - 4. Projecting future growth
  - C. Citizen-planned communities
    - 1. Checkerboard plan
    - 2. Spiderweb plan
    - 3. Diagonal plan
    - 4. Civic centers
    - 5. Provisions for health, beauty and convenience
    - 6. Zoning regulations
    - 7. Urban renewal
      - a. Slum clearance
      - b. Federal housing
      - c. Local participation
  - D. Provisions for proper health practices
    - 1. Disease prevention
      - a. Hospital services
      - b. Immunization
      - c. Legislative enactments – public health
    - 2. Waste disposal
    - 3. Pure foods
      - a. Food and Drug Administration
      - b. Bureau of Animal Husbandry
      - c. Boards of Public Health

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Appoint a class committee to study your city or neighborhood newspaper. List all activities mentioned which have to do with community planning or improvement. Check to see if any new ordinances are being proposed which relate to civic improvement. Report findings to the class. Collect clippings for the bulletin board.

Invite speakers who will discuss various aspects of community planning and community problem solving:

Member of the City Planning Commission
Member of Community Studies
Member of the City Police Department
Member of the City Health Department
Member of the City Recreation Department
Member of the Chamber of Commerce
Member of the Social Hygiene Society

Select members of your class to interview representatives in various community planning groups, health, recreation, or law enforcement agencies. Have them bring back a report of their findings to the class. Emphasize proper techniques for interviewing and reporting findings to class.

Consult almanacs for data to use in making charts or graphs on urban and rural population changes.

Draw up a plan by which your class could help meet some local need.

    - d. Food variations – frozen, dehydrated, and canned
  - 4. Care of physically and mentally sick
    - a. Improved medical and hospital services
    - b. Health insurance
    - c. Institutions
  - 5. Personal responsibility
    - a. Restraining bad habits
    - b. Seeking proper medical advice
    - c. Urging needed legislation

E. Recognition of the need for recreation in community life
  - 1. Importance of recreation to citizens
    - a. For physical welfare
    - b. For social purposes
    - c. For exploration and training
    - d. For mental and emotional well-being
    - e. For intelligent use of leisure time
  - 2. Opportunities for recreation
    - a. Creative recreation
    - b. Sports and games
    - c. Learning activities
    - d. Spectator recreation
    - e. Recreation on one's own hobbies
    - f. Recreation with others
  - 3. Choices in recreation
    - a. Avoid the impossible.
    - b. Select what will help you.
    - c. Consider other people.

F. Awareness of character building forces
  - 1. Factors which influence our conduct
    - a. Environment
    - b. Laws or customs
    - c. Habits
    - d. Folkways
    - e. Crowd and mob psychology
    - f. Propaganda
    - g. Sampling techniques – public opinion
    - h. Modern advertising
  - 2. Influence of varied institutions on moral standards
    - a. The role of religion and the church
    - b. The role of the school and other educational agencies
    - c. The influence of newspapers and other communication media
    - d. The influence of all members of the family
    - e. The moral responsibility of the individual

G. Cooperation in protecting life and property in the community
  - 1. Dangers against which we must guard
    - a. Man's carelessness and selfishness
    - b. Losses caused by fire
    - c. Accidents in the home and in industry
    - d. Accidents on the highways
    - e. Violators of the laws
  - 2. Means of protecting life and property
    - a. Driving licenses
    - b. Building regulations
    - c. Fire department
    - d. Police protection
    - e. Private safety groups
    - f. F.B.I.
    - g. State patrol
  - 3. Ways of preventing crime
    - a. Getting aids from experts: the

Appoint a class committee to classify the recreational offerings of Kansas City. Encourage students to seek varied recreational outlets.

Enumerate opportunities in the community for youth participation in recreation.

Motion Pictures:

0–673	**Our Community**	(12 min.)
00– 87	**Place to Live**	(15 min.)
0–999	**Rest and Health**	(11 min.)
0– 94	**Defending the City's Health**	(11 min.)
0–553	**Propaganda Techniques**	(11 min.)
0–184	**Cities: How They Grow**	(10 min.)
00–305	**Rules and Laws**	(15 min.)

Motion Pictures:

0– 940	**Washington, D.C., Story of our Capital**	(11 min.)
00– 36	**F.B.I.**	
0X– 77	**Living City**	(25 min.)
00– 66	**Make Way for Youth**	(20 min.)
0–1139	**Infectious Diseases and Man Made Defenses**	(10 min.)
0– 801	**Defense Against Invasion**	(10 min.)

Filmstrips:

F–1372	**Our Growing America – Parts I, II, III – (Kit)**
F–1811	**You and Your Newspaper**

psychiatrist, the psychologist, and the criminal researcher
    b. Seeking and relieving economic stresses
    c. Bettering man's environment
    d. Developing respect for laws
    e. Forming habits which produce law-abiding citizens

VOCABULARY:

crime
defective
dehydrated
felony
immigration
misdemeanor
propaganda
rural
urban renewal
zoning

II. The home contributes to citizenship growth and development.

  A. Early homes in America
    1. Families as economic units
      a. Material necessities provided by family members
      b. Professional services performed by members of the family
    2. Domestic responsibilities
      a. Father, head of the household
      b. Children, working at home activities
      c. Cooperative family units
    3. Recreational facilities
      a. Family members often engaging in the same activities
      b. Active participation by all members

  B. American home today
    1. Structural organizations
      a. Family unit smaller
      b. Family authority shared
      c. The earner having division of time for work and leisure
      d. Children with a longer period of economic dependence
      e. Children more independent of their family socially
      f. Family members often spectators in recreational activities
    2. Contributions to family welfare
      a. Provides for physical needs
      b. Develops habits, customs, and ideals
      c. Contributes opportunities for civic participation
      d. Cultivates social attitudes

  C. Problems of family life
    1. Changed conditions in business and industry
    2. Mobility
    3. Excessive spending
    4. Family disagreements
    5. Divorce-broken homes
    6. Alcoholism
    7. Varying special interests taking members from the home

  D. Strengthening family life
    1. Schools and community agencies assisting family groups
    2. Family welfare organizations helping with family problems
    3. Governmental agencies and legislation offering family assistance
    4. Intelligent discussion, sharing, and

See text.

Conduct panel discussion on the topic, "What Makes a Happy Home?"

Find out from an official of a local bank what the requirements are for an FHA loan and report them to class.

Conduct a panel discussion in class about a home that troubles both parents and children. Choose a topic such as, "How Can a Fair Basis Be Established for Deciding the Amount of Time to be Spent Listening to Radio or Television Programs?"

[illegible] community resource people for either talks or interviews from:

  Kansas City Social Hygiene Society
  Welfare Agencies in Kansas City

Prepare a dramatization of a family-council meeting. Choose a problem and have family members discuss and finally solve it. Select some subject such as "How Can We All Share in the Care of Our Home?" ; "What New Clothes Can We Afford to Buy?" Let the class dramatization demonstrate the values of such meetings.

Motion Pictures:

0–567	**Your Family Budget**	(10 min.)
00–178	**You and Your Parents**	(14 min.)
00–232	**Alcoholism**	(22 min.)
0–538	**Family Life**	(10 min.)
00–400	**Parents Are People Too**	(15 min.)

Sound Filmstrips:

F0–82	**Older Teens and Family Relationships** (FS & Record)
F0–83	**Young Teens and Family Relationships** (FS & Record)

Filmstrips:

F–1272	**Is There A Typical Family?**
F– 750	**Alcohol, Parts I & II**
F– 751	**Narcotics, Parts I & II**
F– 752	**Dangers of Narcotics**

solving of problems by members of the family group

VOCABULARY

- compensation
- discipline
- economic dependence
- family circle
- marital
- mobility
- Social Security

III. The school contributes to citizenship growth and development.

- A. Development of our schools
  1. Massachusetts Bay Colony enactment of 1647, first plans for public education law.
  2. Leaders needed broader education.
     - a. Benjamin Franklin promoted a kind of secondary school.
     - b. Thomas Jefferson proposed legislation for greater educational opportunities in 1779.
     - c. George Washington emphasized education as essential in the success of democracy.
  3. Long resistance to taxation for public schools
  4. Championing of free public schools by Horace Mann
  5. Legislation of states making school attendance compulsory
  6. Increased numbers of schools
     - a. Public
     - b. Private
     - c. Parochial
- B. Contributions of the schools
  1. Acquiring basic tools of learning
  2. Developing effective study habits
  3. Developing individual abilities
  4. Developing inquiring minds, fostering critical thinking, and stimulating latent talent
  5. Producing individuals who are effective community citizens
- C. Organization of our schools today
  1. Control by our states
  2. School boards and local control
  3. Individual school organization
     - a. Administration
     - b. Teacher personnel
     - c. Student participation
  4. Community responsibility
- D. Support of our schools
  1. Local support
  2. State support – foundation program
  3. Federal assistance
     - a. Land Ordinance of 1785
     - b. Morrill Act of 1862
     - c. Smith-Hughes Act of 1917
     - d. George-Dean Act of 1937
     - e. National Youth Administration
     - f. G.I. Bill of Rights
     - g. National Defense Education Act of 1958
  4. Research foundations
     - a. Ford
     - b. Rockefeller
     - c. Russell Sage
     - d. Other foundations

See text.

Report on the life of Horace Mann or some other educational leader.

Interview or invite a PTA officer to tell about the purpose and activities of this organization.

To gain practice in letter writing: Write to the United States Office of Education, Washington, D.C., or to the State Superintendent of Schools. Describe your school, its organization, size, and type, and ask for information on similar schools. Compare this information with what you know about your school.

Using a standard encyclopedia or **The Reader's Guide to Periodical Literature**, find out what you can about schools in some other countries.

Through pen-pal correspondence, seek information about schools in other countries. Share the information as a class project.

Find statistical data about schools in the **World Almanac**. Vary the use of the information – showing graphs, charts, growth, changes, etc.

Motion Pictures:

0X– 53	**Secure The Blessings**	(30 min.)
00–247	**Mann, Horace**	(19 min.)
00–316	**Defining Democracy**	(18 min.)
00– 4	**Citizenship and You**	(14 min.)
00–549	**Education in America (17th & 18th Centuries)**	(16 min.)
00–550	**Education in America (19th Century)**	(16 min.)
00–551	**Education in America (20th Century)**	(16 min.)

E. Recent trends in education
   1. Methods of relieving teacher shortage
      a. Removal of restrictions on personal lives of teacher
      b. Hiring teacher aids
      c. Teaching machines
   2. Teaching by television
   3. Provisions for challenging all students
      a. Gifted
      b. Exceptional
   4. Team teaching
   5. Large and small teaching units – Trump Plan
      (Film – **No Bells Ring**)

Filmstrips:

F– 290	**Education for All American Children**
F–1339	**Growth of American Education**

VOCABULARY

Board of Education	foundation program
critical thinking	parochial
curriculum	personnel

IV. The church contributes to the social foundation of community life.

A. Religion in early America
   1. Pilgrims and Puritans sought freedom to worship as they wished.
   2. Province of Rhode Island guaranteed religious freedom.
   3. Catholics championed religious freedom in Maryland.
   4. Continuous colonization produced varied religious beliefs.
   5. Missionary spirit strengthened during the westward movement.
   6. Insistence upon separation of church and state grew.

B. Churches in our communities today
   1. America's religious groups
      a. Protestants
      b. Catholics
      c. Jews
      d. Other religious groups

C. Services given by churches today
   1. Religious and moral services
      a. Special classes in religious training
      b. Training schools – seminaries
      c. Worship services
   2. General social welfare
      a. Hospitals
      b. Child-placement agencies
      c. Recreational and cultural activities
      d. Family guidance associations
      e. Special welfare projects
   3. Centers of community life
   4. Educational growth
      a. Religious books and magazines
      b. Parochial schools
      c. Religious music, art, drama
   5. Promotion of friendship with world neighbors
      a. Student exchange groups
      b. Work experiences in foreign lands
      c. Resettlement of refugees
      d. Supplies shipped to foreign countries
      e. Missionaries
   6. Serving as vital force through individual lives
      a. Ideas about right and wrong
      b. Inspiration to lead better lives
      c. Keeping **great ideas** before us

See text.

Individual class members may report on different world religions. Use a standard reference for information about such faiths as Buddhism, Mohammedanism, and Confucianism. On the map show locations of these leading religions. Where is Christianity the outstanding faith?

Read about the work and adventures of a famous missionary like Father Damien (Molokai) or Sir Wilfred Grenfell (Labrador) or David Livingstone (Africa) or Albert Schweitzer (Africa).

Write a report on the work of some national or international religious organization such as National Conference of Christians and Jews, Y M H A, Gideons, K of C, YMCA, YWCA, CYO.

Make a list of world-famous paintings which were inspired by religious persons or ideals. Report on some of the masterpieces in the fields of music or literature which have religious themes.

Visit a welfare agency sponsored by a religious group. Plan questions to guide the interviews.

Make a report on what your church or some other church in your community does in the field of education, welfare, missionary work, etc.

Motion Pictures:

0–1011	**Color of Man**	(11 min.)
0– 44	**Boundary Lines**	(10 min.)
00– 607	**Brotherhood of Man**	(13 min.)
00– 359	**Major Religions of the World**	(20 min.)
0X– 119	**Williams, Roger**	(28 min.)
0– 199	**House I Live In**	(11 min.)
00– 603	**Story of the Pilgrims (Part I: Pilgrims Travels)**	(14 min.)
00– 604	**Story of the Pilgrims (Part II: Pilgrims in America)**	(14 min.)

Filmstrip:

F–1155 **Color of Man**

VOCABULARY

denomination
persecution
religious freedom
seminaries
tolerance

CULMINATING ACTIVITIES

Dramatize the growths, changes, and developments in the school you are now attending.

Invite a city councilman, a member of a planning commission, a building inspector, or a judge to tell how his work serves the community.

Utilize resource speakers choosing representatives from each of the major religious groups in your community to talk to the pupils.

Have pupils write a brief history of their own family, telling when their ancestors first came to America, where they settled, and what kind of work they did.

Send class representatives to a foreign consul in the city, Have them find out about his duties, how he is appointed, etc. Report back to class the information and facts gathered.

As a class, plan and work out a mural of your community, emphasizing its schools, activities, family life, and churches. Show in the mural how these elements contribute to the individual and prepare him for his individual life as a citizen.

EVALUATION

Conduct a class discussion to determine pupil understanding of the worth of all races, religions, and cultures in our society. Stress good human relations,

Do pupils recognize the dignity and worth of the individual? Do they recognize the struggle in the world to maintain individual freedom as all important to society?

Have students increased their appreciation of educational opportunities and are they willing to make the most of them?

Has there been an increase in student willingness to participate actively in classroom in school, and in social affairs?

Do pupils evidence faith and pride in our great American social institutions and their values through daily expression and behavior?

Do pupils respect the ideas, attitudes, and values held by others with whom they come in contact in their daily activities?

RESOURCE MATERIALS

Tiegs, Adams, et al (text)	**Your Life as a Citizen**	Ginn
Arnold, Banks and Smith,	**Building Our Life Together**	Row, Peterson
Clark, Edmonson, Dondineau,	**Civics for Youth**	Macmillan
Conant, James B.,	**The American High School Today**	McGraw-Hill
Cremin and Barrowman,	**Public Schools in our Democracy**	Macmillan
Fortune, Editors of,	**The Exploding Metropolis**	Doubleday

Guidance Series Booklets: Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois

Study Your Way Through School
What Good is High School?
How to Live With Parents
Getting Along with Brothers and Sisters
Building your Philosophy of Life

Hughes, Pullen, McCrocklin,	**Building Citizenship**	Allyn and Bacon
Landis, Paul H.,	**Social Living**	Ginn

Living Democracy Series:
Tufts Civic Education Center — available from National Council for Social Studies

Spence, Hartzell, "The Story of Religions in America," a series of articles in **Look** beginning in 1957

Tate, H. Clay,	Building a Better Home Town	Harper
Tiegs, Adams, Smith, Bruntz,	Your Life as a Citizen	Ginn
Zelomek, A.W.,	A Changing America: At Work and Play	John Wiley

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0–207	Immigration	(10 min.)
0–340	Public Opinion	(11 min.)
00–246	Living in a Metropolis (Greater N.Y.)	(20 min.)
00–621	Newspaper Serves Its Community	(14 min.)
0–435	Water for the Community	(11 min.)
0X–167	Careers in Recreation	(27 min.)

PROFESSIONAL AIDS

Conant, James B.,	The American High School Today	McGraw-Hill
De Young, Chris A.,	Introduction to Public Education	McGraw-Hill
Fortune, Editors of,	The Exploding Metropolis	Doubleday
Tate, H. Clay,	Building a Better Home Town	Harper
	Citizenship and a Free Society: Education for the Future	National Council for Social Studies
Warren, Ronald L.,	Studying Your Community	Russell Sage Foundation

CITIZENSHIP – General Course (Required) one year

UNIT THREE: We Acquire an Understanding of Our American Capitalistic System.

(Suggested Time – Nine Weeks)

OVERVIEW

Our way of life has included capitalism and private enterprise in which people invest their time, materials, and money with freedom and the expectation of gaining a profit. In this economic system, private enterprise recognizes incentives and individual initiative. Under this capitalistic system the United States has produced the highest standard of living for the largest number of people.

Our economic accomplishment in the satisfaction of human wants, production, distribution, banking, money exchange, and industrial development has not been by accident. There are current problems which need to be solved to meet changing conditions in our democratic society. Some questions leading to an awareness of these problems are: What is the relationship between business and government? To what extent should the government assist business? Regulate business? Participate in business? What is an enlightened capitalism? What is communism? What is meant by controls and regulations against monopolies for the general welfare? Who decides, in the long run, the relationship between government and business? How have industrial relations been improved in recent years? Are labor and capital recognizing an interrelationship and an interdependence?

Bigness in government or business does not necessarily mean badness. We cannot achieve results in either government or business without a certain amount of bigness, large scale production and specialization. This does not mean that monopolies which work against the general welfare must be tolerated in either government, business, or in labor. Individual welfare and group welfare must take precedence.

SPECIFIC OBJECTIVES

To help students understand and appreciate the nature and achievements of the American capitalistic system

To develop students' abilities to make economic decisions

To assist students to recognize false prophets who build on prejudices and make extravagant promises

To show opportunities for work in the American economic system

To explore the steps in finding one's place in the world of work

To show how the American governmental system and the American economic system complement each other

OUTLINE OF CONTENT

I. We study the nature of the capitalistic economic system.
    A. The nature of the capitalistic economic structure
        1. Freedoms guaranteed under our governing system
        2. Natural resources
        3. The absence of inter-state tariffs
        4. Availability of investment money
        5. The reinvestment of profits
        6. High wages compared with the low cost of raw materials
        7. Our willingness to work hard and our faith in ourselves and our future
    B. Pillars of our economic structure
        1. Competition
        2. Private enterprise
        3. Profit motive
        4. Open markets

VOCABULARY

capital
capitalism
economics
land
private enterprise
standard of living
tariff

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Discuss: In what ways does the absence of individual freedom restrict the economic activities and opportunities of the people?

Does the higher cost of raw materials in Europe have any bearing upon the slowness of many European businessmen to mechanize their industries?

Construct appropriate posters and bulletin board displays to illustrate the nature of the American capitalistic system.

Construct graphs comparing our rate of reinvestment of profits with that of other countries.

Assign reports on standards of living found in various countries.

Motion Pictures:

0–525	**Capitalism**	(11 min.)
00–266	**What Makes Us Tick?**	(13 min.)
00–757	**Wise Use of Credit**	(12 min.)

Filmstrips:

F–353	**Your Life of Work**

II. There are different kinds of business organization under capitalism.

- A. Single proprietorship
    - 1. Formation
    - 2. Liability
    - 3. Responsibility
    - 4. Length of life
- B. Partnership
    - 1. Articles of co-partnership
    - 2. Liability
    - 3. Length of life
- C. Corporation
    - 1. Charter
    - 2. Stocks and bonds
        - a. Common stock
        - b. Preferred stock
        - c. Stock exchange
    - 3. Liability
    - 4. Length of life
    - 5. Organization
        - a. Stockholders
        - b. Board of directors
        - c. Management
- D. Co-operatives
    - 1. Farmers co-operative
    - 2. Consumers co-operative
    - 3. Credit unions

See text.

Have the students classify local businesses according to organization.

Have the students interview local businessmen about their organization and operation.

Describe business turnover in America.

Have the students choose a business they are interested in and then choose a location and organization for it. Have them present their plans before the class for discussion.

Invite a broker to visit the class and explain the marketing of stocks and bonds.

Obtain and show an organizational chart of a large corporation.

Discuss the great number of business failures. How do you account for the vast number of people who want to set up their own businesses?

VOCABULARY

Articles of co-partnership
assets
board of directors
bonds
broker
charter
co-operatives
corporation
credit union
liability
management
par value
partnership
proprietor
Securities and Exchange Commission
stock exchange
stocks

Let the class decide whether or not to undertake the actual purchase of stocks or bonds.

Choose several stocks to watch for daily changes in market prices. Make a line graph showing the daily closing price for a two-week period of at least one of the stocks you choose. If possible try to account for the ups and downs in price.

Investigate and report on the Junior Achievement Program. The National Office is Junior Achievement, 500 Fifth Avenue, New York 36, New York.

Make a collection of newspaper items reporting the activities of the New York Stock Exchange.

Motion Pictures:

00–139 **Work of the Stock Exchange** (16 min.)
0–367 **Sharing Economic Risks** (11 min.)

Filmstrips:

U.S.A. in New Dimensions Series (Order by individual catalogue number)

F–1615 **American Giant: Mid Century Measurement**
F–1616 **Machine Power: Muscles of the U.S. Giant**
F–1617 **American People: Human Side of the Giant**
F–1618 **Search for Resources: Feeding the U.S. Giant**
F–1619 **Half a Trillion Dollars: Pocketbook of the U.S. Giant**

III. The American economic system has specific characteristics.

- A. Factors of production
    - 1. Land
    - 2. Labor
    - 3. Capital
    - 4. Management
- B. Mass production
    - 1. Assembly line
    - 2. Specialization
    - 3. Standardization of parts
    - 4. Automation

See text.

Discuss "Why is automation both welcomed and feared?"

List several ways that our governments regulate and aid business.

Name some government owned enterprises.

Make a list of standardized products you use in everyday life and explain briefly how standardization benefits you.

C. Mass consumption
   1. Vast numbers of consumers
   2. Rapid inexpensive transportation
   3. Low prices
   4. Advertising
   5. Credit

D. Freedom of our laboring force
   1. The changing role of labor
      a. Occupational trends
      b. Employer-employee relationships
   2. The rise and activities of labor unions
      a. Rise of national labor organizations
      b. Collective bargaining and labor contracts
      c. Public concern about labor problems
      d. Governmental relations with labor unions
      e. Labor's rights and responsibilities

E. Factors that influence pricing in America
   1. Law of supply and demand
   2. Monopoly
   3. Governments role in pricing

F. Links in the circle of economic activity
   1. Production
   2. Exchange
   3. Consumption
   4. Distribution

VOCABULARY

AFL-CIO
arbitration
assembly line
automation
black list
closed shop
collective bargaining
consumption
credit
division of labor
injunction
labor
legal tender
specialization
mediation
price
open shop
standardized parts
strike
union shop
Wagner Act

Prepare a bulletin board display to show several characteristics of large-scale production, mechanical power, specialization of labor, conveyor systems, and standardized parts.

Read and report on the biography of an inventor who greatly influenced American industry (Henry Ford).

Arrange class tours of local factories.

Invite representatives of both management and labor to speak to your classes.

Report on the early labor movements and early labor leaders.

Prepare "supply and demand" schedules on a specific product. From these construct a price graph which will indicate the price at which the item will sell and clear the market.

Explain what happens to the circle of economic activity if any of the links in it break down or get out of balance.

From a member of a union or from union literature find out as much as you can about the activities and conduct of a union meeting.

Prepare a bulletin-board display of news stories, photos, cartoons, and editorials on labor-management relations.

Motion Pictures:

00–158	**Productivity Key to Plenty**	(21 min.)
0–209	**Industrial Revolution**	(11 min.)
00–657	**Labor Movement: Beginnings and Growth**	(20 min.)
00–749	**Rise of Organized Labor**	(18 min.)

Filmstrips:

Science and Natural Resources Series (Order by catalogue number only)

F–2168	**Can the Biologist Meet the Demand?**
F–2169	**Can the Chemist Renew the Supply?**
F–2170	**Can the Physicist-Engineer Strike a Balance?**

Using Natural Resources

F–2171	**Demand**
F–2172	**Supply**
F–2173	**Balancing Supply and Demand**
F–1372	(Kit) **Our Growing America – Parts I, II, and III**

IV. Money, credit, and banking are related to American capitalism.

A. Money
   1. Medium of exchange
   2. Measure of value
   3. Kinds of money
      a. Coins
      b. Checks
      c. Paper currency
   4. Gresham's Law
   5. The relationship of money, the price level and trade
      a. The equation of exchange
      b. Efforts to stabilize the price level

B. Credit
   1. Definition of credit
      a. Time element

See text.

Have the class members bring various types of money to school.

Write a very complete explanation to show that you understand how the principle of Gresham's Law operates.

Report on the periods of prosperity, recession and depression that our country has experienced.

Invite a local banker to speak to the class about money and banking.

Prepare posters illustrating and explaining the equation of exchange.

Bring to class examples of credit instruments.

    - b. Two-way nature
  - 2. Credit instruments
    - a. Promissory note
    - b. Check
    - c. Draft
    - d. Bill of Exchange
    - e. Money orders
    - f. Travelers checks
  - 3. Advantages of credit
  - 4. Dangers of credit
  - 5. Credit's role in our economy
- C. Our banking system
  - 1. Banking services
  - 2. Federal Reserve System
    - a. Fluidity of money
    - b. Elasticity of money

Write your interpretation of what would happen to the business world today if all credit were abolished.

Choose a committee of three or four students to visit a nearby bank. Have one member observe various services given to customers. Have another observe the different types of jobs available for men and women and find out what training is necessary for each. Have one describe equipment, including machines, arrangement of offices, and so on. Is there a friendly or a formal atmosphere?

VOCABULARY

barter
bill of exchange
bimetallism
check
currency
distribution
draft
elastic money
exchange
Federal Reserve Note
Federal Reserve System
Gresham's Law
gold standard
inelastic money
Law of Supply and Demand
medium of exchange
monometallism
money order
monopoly
promissory note
Silver Certificate

Motion Pictures:

0–456 **What Is Money** (10 min.)
0–432 **Using the Bank** (10 min.)
00–239 **Federal Reserve System** (23 min.)

Filmstrips:

Managing Your Money Series
(Order by Catalogue number)

F–1735 **Earning Your Money**
F–1736 **Paying Your Bills**
F–1737 **Spending Your Money**
F–1738 **Borrowing Money**
F–1739 **Making Money Work for You**
F–2373 **Role of Commercial Banking System in American Economy**
F–2374 **Role of Federal Reserve System in American Economy**
F–1917 **Interest: Borrowing and Investing**

V. There are good relationships between government and business under American capitalism.

- A. Restraints on competition
  - 1. Merger
  - 2. Holding company
  - 3. Trust
  - 4. Interlocking directorate
- B. Regulation to prevent restraints on competition
  - 1. Sherman Anti-Trust Act
  - 2. Clayton Anti-Trust Act
  - 3. Federal Trade Commission
  - 4. Department of Justice
- C. Regulation of legal and desirable monopolies
  - 1. Interstate Commerce Commission
  - 2. Federal Communications Commission
  - 3. Federal Power Commission
  - 4. Federal Aviation Agency
- D. Governmental aids to business
  - 1. Agriculture
  - 2. Postal Service
  - 3. Bureau of Standards
- E. Governmental owned and operated businesses
  - 1. Post Office
  - 2. Mints
  - 3. Government Printing Office
  - 4. Tennessee Valley Authority
- F. Government and taxes
  - 1. Are taxes necessary?
  - 2. Who gets our tax money?
  - 3. What are the yardsticks of a good tax?

See text.

Investigate what measures the federal government took to halt some recent business recession.

Report on the work of one particular federal agency which regulates business, e.g., Federal Trade Commission.

Talk with a businessman in your community to find out (a) government regulations affecting his business, (b) special government aid, if any, and (c) his views on these matters. Report your findings.

Make a list of monopolies which are deemed legal and desirable in the United States.

What effect has the Sixteenth Amendment had on the tax structure of our nation?

Prepare a circle graph showing what happens to our tax dollar.

Conduct a panel discussion about the different types of taxes, placing emphasis upon the desirable and undesirable points of each.

Conduct a survey to determine the opinion of the adults in your school area concerning the national debt.

Conduct a similar survey of students in your school. Compare the results.

Discuss: Does the "Pork Barrel" still exist?

4. What do our tax dollars buy us?
5. Why has our federal government grown so large?
6. Where does the federal government revenue come from?
7. How do federal government income and expenditure compare?
8. What is our federal debt?
9. Can taxes be too high?

VOCABULARY

Clayton Anti-Trust Act
conservation
Federal Aviation Agency
Federal Communications Commission
Federal Power Commission
Federal Trade Commission
Holding company
Interlocking directorate
Interstate
Interstate Commerce Act
intrastate
merger
public works
public works reclamation
Sherman Anti-Trust Act
Taft-Hartley Act
trust
utilities

VI. The citizen can become an intelligent consumer.

A. Budgeting

B. Judging quality
   1. Consumer magazines
   2. Labels
   3. Advertisements
   4. Government pamphlets

C. Using cash or credit
   1. Charge account
   2. Installment plan
   3. Revolving credit
   4. Pay-as-you-go

D. Saving money
   1. Life insurance
   2. Savings accounts
   3. U.S. Savings Bonds
   4. Credit unions

VOCABULARY

budget
Bureau of Standards
carrying charge
dividends
F.D.I.C.
installment plan
insurance
premiums
revolving credit
trading stamps

VII. The capitalistic economic system is compared with socialism, fascism, and communism.

A. Ways to identify false prophets

B. Fascism
   1. Distrust of personal reason
   2. Totalitarian government
   3. Intense nationalism
   4. Corporate state – private ownership but governmental control of capital and labor

Arrange a debate on one of the following questions:

a. Resolved: That every state should levy an income tax.

b. Resolved: That the United States should use a sales tax as a source of income for the national government.

c. Resolved: That the federal income tax should be abolished.

Motion Pictures:

00–123	**Tennessee Valley Authority**	(19 min.)
0X– 33	**River**	(30 min.)
0–767	**U.S. Treasury**	(20 min.)
0–743	**The Mint**	(20 min.)
0–339	**Property Taxation**	(20 min.)

Filmstrips:

F–1920	**Federal Taxes**
F–1919	**State and Local Taxes**
F– 749	**Why We Pay Taxes**

See text.

Look around your home for any "bargains" which turned out to be "poor buys." What lesson can you learn from each of these purchases?

Clip and mount several advertisements. Below each one write how it aids the consumer. If it fails to aid the consumer in any way that it ought to, point out what is lacking.

Choose for a report some major item which you or your family would like to buy in the near future (appliance, furniture, camera, etc). Write or tell (a) what features to look for, (b) what brand and model you consider the best buy.

Find out the cash price and the total installment-plan price for some home appliance.

Investigate several ways available in your community for a family to invest its savings. Try to figure out a good plan for a family which can save $10 a week. Using your plan, discuss how much the total saving (principal plus interest) would amount to in two years.

Motion Pictures:

0–567	**Your Family Budget**	(10 min.)
0–818	**Using Bank Credit**	(10 min.)

Filmstrips:

F– 424	**Advertising – A Force in Modern Living**
F–1740	**Buying Insurance**
F–1918	**Insurance**

See text.

Why is war usually necessary to the survival of a fascist nation?

Today, in the United States, there are more instances of government interference, in the form of laws and regulations, and more government-owned projects than there were thirty years ago. Does this indicate a trend toward socialism?

A great many people find it difficult to have a very clear understanding of socialism. For what reasons might this be true?

- C. Socialism
  - 1. Collective ownership and government control of means of production and distribution
  - 2. Government, totalitarian or democratic
  - 3. Many degrees and types of socialism
    - a. Utopian
    - b. Evolutionary state
    - c. Revolutionary state
- D. Communism
  - 1. One party government
  - 2. Government ownership of practically all industry and agriculture
  - 3. Atheistic
  - 4. Revolutionary
- E. Comparisons
  - 1. Standards of living
  - 2. Individual freedoms

VOCABULARY

atheistic
communism
corporate state
evolutionary
fascism
nationalism
racism
revolutionary
socialism
totalitarian
Utopia

Are Russian labor unions very powerful?

Make a list of fascist, socialist, and communist countries of the world.

The communists have traditionally used two methods to gain control of countries: (a) infiltration and persuasion within the country and (b) external military or economic pressure. At one time, the communists hoped to make progress in the U.S. via the first of these methods. Why do you suppose the plan failed?

Locate and itentify by color on an outline map of the world, the fascist, socialist, communist, and capitalist countries of the world.

Compare the highest standards of living achieved under fascism, socialism, communism, and capitalism.

Compare the individual freedoms permitted under fascism, socialism, communism, and capitalism.

Motion Pictures:

00–589	**Russian Life Today: Inside the Soviet Union**	(15 min.)
0X–195	**Russia**	(27 min.)
00–625	**China Under Communism**	(18 min.)
0–525	**Capitalism**	(11 min.)
00–267	**Backfire**	(15 min.)
0–658	**Communism**	(10 min.)
0X–224	**Face of Red China (I & II)**	(54 min.)
00–747	**Poland-Land Under Communism**	

VIII. The citizen has work to do in the American economic system.

- A. Understanding interests
  - 1. Teen-age interests
  - 2. Hobbies and leisure time activity
  - 3. Part-time employment
  - 4. Interests and related occupations
- B. Understanding and discovering general mental ability
  - 1. Intelligence quotient
  - 2. School grades
  - 3. Experience
  - 4. General mental capacity and vocational choice
  - 5. Marked special aptitudes
- C. Importance of health and personality
- D. Some important social skills
  - 1. Self-understanding
  - 2. Art and science of communication
  - 3. Flexibility
  - 4. Emotional maturity
  - 5. Good grooming
- E. Choosing a vocation
  - 1. Broad general occupational fields
  - 2. Demands in various fields
  - 3. Practice in investigating specific occupation
  - 4. Suitable training programs
    - a. High school
      - (1) General
      - (2) Vocational
    - b. Apprenticeship
    - c. Private trade schools
    - d. Employer training programs (OJT)
    - e. Armed forces training
    - f. Colleges and universities

See text.

Collect information on a specific vocation which interests you now.

Interview at least one person who is presently in a job area in which you have an interest. Find out, among other things, how the person became interested in his vocation. Ask if any hobbies in his youth helped to reveal his interest in this job field.

Arrange with the vocational guidance counselor to give the class an interest test and review the results with the students.

Conduct a survey to determine what hobbies the class members pursue actively.

Invite one of the schools' placement counselors to talk to the class about the local employment situation and explain the COE program.

Can a person be flexible without being "wishy-washy"? Explain.

Invite a recruiting officer from one of our military services to explain to the class how his branch attempts to determine one's interests and aptitudes.

Analyze a particular vocation for the social skills it requires. To which of these would you especially need to give attention?

Let each pupil make a "career notebook" in which he will undertake a thorough study of one or more occupations in which he is interested. Encourage the pupil to put his career book in as attractive form as possible. Place the best notebooks on exhibition before the class or in some other prominent place in the school.

Make a collection of different kinds of advertisements, both of persons looking for positions and of employers looking for employees. Write letters

F. Seeking and finding a job
  1. Letter of application
  2. Employment agencies
  3. Interviews

VOCABULARY

- aptitude
- chronologial age
- college
- C.O.E. Program
- intelligence quotient
- manual dexterity
- mental age
- personality
- technical high school
- trade school
- vocation
- university

that might reply to these advertisements.

Arrange for talks before the class by representatives of different occupations and professions.

Invite a person to talk to your class who has had experience with apprenticeship training, either as a worker or as a manager.

Dramatize a job-seeker being interviewed by a prospective employer. Show in one scene the wrong way for an applicant to behave, and in another scene the right way to act.

Gather application blanks from different employers. Discuss the information they request.

Write a practice letter to an employer, inquiring about work. Give your qualifications and ask for an interview.

Describe a desirable training program for a specific vocation.

Have students examine catalogues of nearby colleges and universities.

Filmstrips:

F– 443	**Getting a Job**
F– 445	**Secretary as Receptionist**
F– 673	**Finding the Right Job for You**
F– 675	**Ideal Secretary**
F– 679	**Selling Yourself to Your Employer**
F– 682	**Your New Job**
F–1554	**Business and Government**
F–1553	**Communications in Modern Life**
F–1552	**Transportation and Modern Life**
F–1550	**Looking at Business Careers**
F–1551	**Succeeding in Your Career**
F–1555	**Using Travel Services**
F– 672	**Business Facilities**
F– 28	**Your Job – Are You Preparing for It?**
F– 353	**Your Life of Work**
F–1995	**New Career Opportunities**
F– 351	**Careers in Government Service**
F–1962	**Getting the Most Out of High School**
F–2061	**You and Your Mental Abilities**

CULMINATING ACTIVITIES

Develop a class notebook on selected careers.

Plan field trips to local businesses with planned objectives.

Have placement counselors address the class about the current employment situation in the local area and explain the C.O.E. Program.

Construct bulletin board displays illustrating economic concepts, attitudes, and terms studied.

Have panel or round-table discussions about the "Isms."

Prepare up-to-date and accurate charts and graphs plotting economic information useful in showing trends.

Give reports orally in class from books and pamphlets read or research that has been conducted.

EVALUATIONS

Give teacher-made tests on subject matter content.

Utilize appropriate standardized tests on subject matter content.

Check the pupils' ability to use properly economic terms in discussion and writing.

Observe pupils' skill in interpreting and constructing charts and graphs.

Evaluate interests and attitudes developed by conversations overheard between pupils and pupil groups.

Present opportunities for the students to practice activities using their economic knowledge through participation in many school activities such as, "Student Council" and "International Relations Clubs."

RESOURCE MATERIALS

Smith, Harriet Fullen., Bruntz, George G. with Tiegs, Ernest W. and Adams, Faye et al.,	Your Life as a Citizen (Revised Ed.) – (text)	Ginn
Clark, Nadine I., Edmonson, James B., and Dondineau, Arthur.,	Civics for Americans	Macmillan
Heckman, Harry W.,	The Economics of American Living	Rand McNally
Hughes, Ray Osgood and Pullen, C.H.W. – Revised by McCrocklin, James H.,	Building Citizenship	Allyn and Bacon

REFERENCES

Council for Advancement of Secondary Education,		National Education Association 1201 Sixteenth Street, N.W., Washington 6, D.C.
Council for Advancement of Secondary Education,	Capitalism and Other Economic Systems	National Education Association 1201 Sixteenth Street, N.W., Washington 6, D.C.
Heckman, Harry E.,	The Economics of American Living	Rand McNally
Blodgett, Ralph H., (Revised Ed.)	Comparative Economic Systems	Macmillan
	Career Opportunities	New York Life Ins. Co.
	Careerward Ho!	Department of Education Jefferson City, Mo.
Colegrove, Kenneth,	Democracy Versus Communism	D. Van Nostrand
Ebenstein,	Today's Isms: Communism, Fascism, Capitalism, Socialism	Prentice Hall
Holmes, Wyman,	The Isms and You	Civic Education Center Tufts University, Medford 55, Mass., 1957
Hughes-Reed,	Fundamentals of Economics	Allyn and Bacon
	Occupational Briefs	Science Research Associates, 57 W. Grand Ave., Chicago, Illinois
	Occupational Outlook	U.S. Department of Labor Bureau of Statistics
Overstreet, Harry and Bonars,	What We Must Know About Communism	Norton
Smith, Augustus H., Benoit, Emile., Patterson, S. Howard and Miller, Ruth E.,	Economics for Our Times	McGraw-Hill
	You and the Investment World	New York Stock Exchange

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Flannel board materials on "Economics"		Harding College, Searcy, Arkansas
Heckman, Harry W.,	Economics of American Living (a series of charts)	Rand McNally
	Road Maps of Industry	The Conference Board 460 Park Avenue New York 22, N.Y.

Motion Pictures:

00– 89	**Price of Progress**	(20 min.)
0–367	**Sharing Economic Risk**	(11 min.)
0–424	**Transportation**	(10 min.)
0– 97	**Development of Communication**	(11 min.)
00–762	**Era of Water Commerce**	(12 min.)
0–473	**The Mint**	(10 min.)
0–767	**United States Treasury**	(10 min.)
0–814	**Future to Bank On**	(10 min.)
0–815	**How Banks Serve Us**	(10 min.)
0–816	**Money Talks**	(10 min.)
0–817	**Pay to the Order Of**	(10 min.)
00–757	**Wise Use of Credit**	(12 min.)
0–103	**Distributing America's Goods**	(11 min.)
00– 7	**Aptitudes and Occupations**	(16 min.)
0– 29	**Automotive Service**	(11 min.)
0–523	**Bookkeeping and You**	(11 min.)
0– 50	**Brick and Stone Mason**	(11 min.)
0–657	**Choosing Your Occupation**	(10 min.)
0–915	**Developing Self Reliance**	(11 min.)
0–107	**Draftsman**	(11 min.)
0–117	**Electrician**	(11 min.)
00– 37	**Finding Your Life Work**	(19 min.)
0–471	**Fire and Police Service**	(10 min.)
0–145	**Forestry and Forest Industries**	(11 min.)
00–352	**Getting a Job**	(10 min.)
0–189	**Heating and Air Conditioning**	(10 min.)
0–665	**How To Keep a Job**	(10 min.)
00–213	**I Want to be a Secretary**	(15 min.)
0–986	**Jobs in Atomic Energy**	(11 min.)
0–223	**Journalism**	(10 min.)
0–233	**Laundering and Dry Cleaning**	(11 min.)
0–472	**Librarian**	(11 min.)
0–247	**Machine Maker**	(11 min.)
0–248	**Machinist and Toolmaker**	(10 min.)
00–538	**Mental Health**	(12 min.)
0–271	**Modern Lithographer**	(10 min.)
0–290	**Nursing**	(11 min.)
0–301	**Painting and Decorating**	(10 min.)
0–753	**Personal Qualities for Job Success**	(10 min.)
0–314	**Pharmacist**	(11 min.)
0–315	**Photography**	(10 min.)
00–362	**Planning Your Career**	(16 min.)
0–322	**Plumbing**	(10 min.)
0–331	**Poultry Raising**	(10 min.)
0–473	**Printing**	(10 min.)
00–536	**Printing**	(22 min.)
0–348	**Restaurant Operator**	(10 min.)
0–611	**Secretary: A Normal Day**	(10 min.)
0–368	**Sheet Metal Worker**	(10 min.)
0X–189	**Student Nurse**	(25 min.)
0X–158	**The Stylist**	(25 min.)
0–408	**Teaching**	(10 min.)
0–424	**Transportation**	(10 min.)
0–450	**Welding Operator**	(10 min.)
0–465	**Woodworker**	(10 min.)
0X–197	**Cameras and Careers**	(25 min.)
0X–167	**Careers in Recreation**	(27 min.)

PROFESSIONAL AIDS

Carskadon, Thomas R. and Soule, George,	**U.S.A. in New Dimension**	**The Twentieth Century Fund, Inc., New York 1957**
Clark, Harold F.,	**Economic Education**	**Eleventh Yearbook, National Council for the Social Studies, 1940**

PROFESSIONAL AIDS (Continued)

	Educating Youth for Economic Competence	**American Business Education Yearbook, Vol. 15, New York University Bookstore, 1958**
Galbraith, J.K.,	**The Affluent Society**	**Houghton, Mifflin**
Galbraith, J.K.,	**American Capitalism**	**Houghton, Mifflin**
McKee, C.W. and Moulton, H.G.,	**A Survey of Economic Education**	**The Brookings Institution, 1951**
Sikes, Earl P.,	**Contemporary Economic Systems**	**Holt**

CITIZENSHIP – General course (Required) one year

UNIT FOUR: We Develop Responsible Citizen Participation In Our Governments Through a Better Knowledge and Understanding of Their Structures and Functions.

Suggested Time – Eleven Weeks

OVERVIEW

The principles, structures, and functions of local, state, and national governments are studied in this unit. Governments' specific services to the individual citizen are outlined.

Teachers often conclude that, since the pupil has studied American government and American democracy at the elementary grade levels, he knows and understands the American way of life. However, there is an understanding and appreciation which comes only with maturity through the high school years. The pupil is enabled to see relationships and to appreciate our governments as servants of the people. He learns that social problems are solved and civil liberties are preserved through the effort of effective and diligent governmental agencies concerned with the general welfare of the people.

What problems are prevented, reduced, or solved by local government? The state government? The national? In what ways may all three of our governments work together in solving major social and economic problems? How does the check and balance system of our government differ from the governments of other countries? These questions must take on real meaning to the high school pupil.

What is right about our American system of government is a question which must be crystal clear in the minds of each of our junior citizens, for the quality of life in our democracy cannot raise any higher than the quality of thinking of the great mass of individuals who make up our country's citizenry.

SPECIFIC OBJECTIVES

To acquire a knowledge and understanding of local, state, and national governments and their services

To show the interrelationships of our governments and their contributions to our country's development and progress

To stimulate active student interest and participation in the political life and government of our country and its value system

OUTLINE OF CONTENT

I. The citizen is related to government and its services.

- A. The citizen's rights and responsibilities
  - 1. We have certain basic rights and freedoms
    - a. Freedom of religion
    - b. Freedom of speech and press
    - c. Freedom of petition
    - d. Freedom to assemble
    - e. The right to bear arms
    - f. Equal protection of the law
    - g. State safeguards our rights.
  - 2. We have certain guaranteed protections.
    - a. Writ of Habeas Corpus
    - b. No bills of attainder or ex post facto laws
    - c. Freedom from unreasonable searches and seizures
    - d. Grand jury indictment
    - e. Protection from double jeopardy
    - f. Guarantee against self-incrimination
    - g. Trial by jury
    - h. Due process of law
  - 3. We have other rights.
    - a. Guarantee of property rights
    - b. Freedom of private enterprise
  - 4. We have fundamental responsibilities.
    - a. Obedience to lawful authority
    - b. Giving of service to our government
    - c. Giving support to our government in war and peace
- B. Services of government
  - 1. Defining and making known the rights and duties of individuals
  - 2. Keeping order and protecting life and

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Imagine you were a member of the First Congress of the United States. Prepare a speech in favor of a Bill of Rights.

Study some important decisions made by the Supreme Court on civil rights. Prepare a report giving

(a) The situation
(b) The main points in the majority opinion
(c) Main arguments in any dissenting opinions

Have the class conduct a jury trial.

Have representatives of a class, or the entire class, visit a local court which is holding a jury trial. Discuss reasons for various procedures.

Visit the **Kansas City Star** and learn how it gets its news. Consult the editor concerning the importance of freedom of the press.

Make a chart with columns labeled "Citizen Rights" and "Citizen Responsibilities." List appropriate items in each column.

property
3. Encouraging people to perform duties
4. Carrying on activities which cannot be done by individuals
5. Exercising police power, law enforcement

C. Political parties and elections
1. Important services of political parties
    - a. Parties having different points of view challenge one another to active responsible leadership.
    - b. Parties raise important issues.
    - c. Parties arouse interest in public affairs.
    - d. Parties help us select candidates for offices.
    - e. Parties provide for cooperation between citizens and government.
2. Organization of political powers
    - a. Local committees
    - b. State committees
    - c. National committees
    - d. Financing
3. Reasons for elections
    - a. Choosing government officials
    - b. Choosing party leaders
    - c. Amending constitutions
    - d. Exercising the initiative, referendum or recall
4. Improvement of party policies
    - a. Better educated and more independent voters
    - b. Decline of opportunities for patronage
    - c. Short ballot with voter opportunity to study the qualifications of a candidate
    - d. Non-partisan ballot
    - e. Expanded merit system and decrease of the "spoils system"
    - f. Intensified interest by citizens' associations to inform voters
    - g. Permanent registration laws
    - h. Wide use of voting machines

Hold a mock election – involve the entire school when possible.

Interview or invite a precinct committeeman to speak to your class.

Prepare attractive bulletin board displays of sample ballots, campaign materials, cartoons, and clippings dealing with politics and elections.

Compare the campaign platforms of the two major parties in the last presidential election.

Conduct a get-out-the-vote campaign.

Consult local papers, **World Almanac**, and other sources to find out the percentage of eligible voters in Missouri and in Kansas City who voted in recent elections. Find out the percentage of qualified voters who are registered.

D. Financing
1. Way governments are financed
    - a. Taxes
    - b. Special payments and assessments
    - c. Eminent domain
    - d. Sale of public land or other property
    - e. Gifts
    - f. Loans
2. Principles considered in determining taxes
    - a. Taxes levied according to benefit received
    - b. Some taxes for nearly everyone
    - c. Taxes levied according to ability to pay
    - d. Necessary provisions for efficient collection
3. Major types of taxes levied
    - a. Individual income tax
    - b. Corporation income tax
    - c. Excise taxes and customs duties
    - d. Estate and gift tax
    - e. Property tax
    - f. Sales tax
    - g. Other taxes
4. Government borrowing for such activities as:
    - a. Construction of public works

Outline the procedure the Kansas City government would take to borrow money for some public project.

Display a number of items relating to financing our government, such as an income tax form, a customs declaration, a facsimile of a savings bond, a business license, a hunting license, a budget summary of Kansas City.

Clip and mount headlines from newspapers covering a given period of time dealing with projects – local, state and national which will require tax money for their completion.

Report on the indebtedness of Kansas City and of our national government.

Motion Pictures:

00– 4	**Citizenship and You**	(14 min.)
00–316	**Defining Democracy**	(18 min.)
0–325	**Political Parties**	(11 min.)
00–305	**Rules and Laws**	(15 min.)
00–441	**Voting Procedures**	(14 min.)
0–399	**Story That Couldn't be Printed**	(10 min.)
0X–212	**Where Were You?** (Story of a typical election)	(28 min.)
0X– 56	**Due Process of Law Denied**	(30 min.)
00–523	**Tickets to Freedom**	(14 min.)

        - b. Meeting serious or emerging needs
    - 5. Taxation controversies
        - a. Regressive principles
        - b. Progressive principles

VOCABULARY

ad valorem (tax)
appropriations
assess
customs
deductions
delinquent tax
duties
excise tax
exemptions
fiscal year
franchise tax
internal revenue
moratorium
personal property
poll tax
real property
severance tax
sinking fund
tariff
tax evasion

- II. The national government has structure and function.
    - A. The Constitutional Convention and its historical background
        - 1. Our heritage from England
            - a. Magna Charta of 1215
            - b. Petition of Right of 1628
            - c. Bill of Rights of 1689
            - d. Toleration Act 1689
        - 2. Mayflower Compact 1620
        - 3. Declaration of Independence 1776
        - 4. Articles of Confederation 1783
            - a. Little power of central government
            - b. Inability of central government to enforce laws
            - c. No real executive power
            - d. No national court system
            - e. No power to raise money, to organize an army, or to control commerce
        - 5. Federal Constitutional Convention
    - B. The design of the Constitution
        - 1. Provided for a federal system of government
            - a. Federal government given certain enumerated powers – delegated powers
            - b. States were given certain rights-reserved powers
            - c. Concurrent powers – shared
            - d. Implied powers – necessary and proper clause
        - 2. Distributed powers of central government
            - a. Executive branch
            - b. Legislative branch
            - c. Judicial branch
        - 3. Established a system of checks and balances
            - a. Each branch of government had some powers to check the other two
            - b. None of the three branches can win clear control over the others
        - 4. Provided for changes
            - a. Two ways to propose amendments
            - b. Two ways of ratifying amendments
            - c. Amendments adopted
        - 5. Permitted other changes in Constitution
            - a. Strict construction
            - b. Loose construction
            - c. Jurisdictional interpretation
            - d. Custom and usage

Filmstrips:

F– 993	**Political Parties**
F–2066	**Milestones on Road to Democracy**
F–2068	**Nationalism and World's Balance of Power**
F– 342	**Blessings of Liberty**
F– 343	**Federal System of Checks and Balances**
F– 346	**States as Laboratories**
F– 347	**Trial by Jury**
F– 349	**Federal Finance**

Trace historical events leading to the development of the Constitution.

Find examples from newspapers of how the check-and-balance system works in our government.

(Refer to pages in curriculum Bulletin #121)

C. The executive branch of the government
   1. The presidential office
      a. Qualifications for presidency
      b. Salary of president
      c. Tenure of president
      d. Succession to presidency
   2. The choosing of the president
      a. Nomination of candidates
      b. Choice of electors
      c. Voting by electors
      d. Counting of electoral votes
      e. Special elections in Congress
   3. Varied powers and functions of the president
      a. Appointment of many officials
      b. Commander-in-chief of Armed Forces
      c. Direction of foreign affairs
      d. Lawmaking and judicial functions
      e. Chief of state
   4. Provisions for president's cabinet
      a. General functions
      b. Specific functions and duties of the ten departments
   5. The Vice-President's office
      a. Qualifications
      b. Duties
   6. Other groups of officials or aids in executive department
      a. Special agencies, commissions, and institutions
      b. The President's staff
      c. Government Information Service

Prepare a bulletin board display of pictures and articles to illustrate the different kinds of work done by our President.

Draw a chart of the ten executive offices and illustrate activities which each department performs.

D. The legislative department of the government
   1. Members of the bicameral legislature (Why bicameral?)
      a. Election of members of Congress
      b. Numbering terms of Congress
      c. Regular and special sessions
      d. Salary of congressmen
      e. Special privileges of congressmen
      f. Restrictions placed upon congressmen
      g. Provision for **Congressional Record**
   2. House of Representatives
      a. Qualification of members
      b. Membership
      c. Special powers
      d. General duties
      e. Presiding officer
      f. Standing committees
      g. Additional committees
   3. Senate
      a. Qualifications of senators
      b. Membership
      c. Special powers
      d. General duties
      e. Presiding officer
      f. Standing committees
      g. Additional committees
   4. Enactment of bills into laws
      a. Procedures in each house
      b. Committee work and action
      c. Filibustering and cloture practices
      d. Presidential action – sign or veto, etc.
   5. Influences upon lawmakers
      a. Lobbyists
      b. Professional assistants
      c. Legislative Reference Service of the Library of Congress

Ask a congressman, or a member of some government agency to speak to the class. Interview a congressman and report to the class.

Find out the committees on which your representative and senators serve. Write for information. You might ask about what particular legislation they are sponsoring or helping to prepare.

   - d. Voting constituencies
   - e. Public opinion

- E. The judicial department of the government
  - 1. Cases handled in our federal courts
    - a. All cases involving federal laws and treaties
    - b. Disputes between citizens of different states
    - c. Disputes between states
    - d. Disputes involving constitutionally guaranteed rights
  - 2. Organization of our federal courts
    - a. Supreme Court
    - b. Courts of Appeal
    - c. Federal District Courts
    - d. Court of Claims
    - e. Court of Customs and Patent Appeals
    - f. Tax Court of the United States
    - g. United States Customs Court
  - 3. Status of federal judges
    - a. Selection of federal judges
    - b. Term of office of federal judges
    - c. Salary of federal judges

VOCABULARY

amendment
appellate
bicameral
bill of attainder
checks and balances
cloture
concurrent powers
confederation
constituency
elector
ex-post facto
federation
filibuster
franking
initiative
jurisdiction
lobbying
loose construction
pocket veto
propose
quorum
ratify
recall
referendum
rider
strict construction

Interview or have someone speak to the class who has served on the jury, or have several students interview persons who have been jurors and then make a report to the class.

Make a study of the biography of one of our famous Supreme Court Judges.

Have students prepare a series of "Who Am I?" relating to various government officials of this unit.

Motion Pictures:

0–1046	**American Revolution: Post-War Period**	(11 min.)
00– 385	**Congress**	(20 min.)
00– 417	**Constitution of the U.S.**	(16 min.)
00– 184	**Declaration of Independence**	(20 min.)
00– 187	**Give Me Liberty**	(10 min.)
00– 50	**How a Bill Becomes a Law**	(14 min.)
0– 205	**How We Elect Our Representatives**	(11 min.)
00– 67	**Meet Your Federal Government**	(17 min.)
0– 930	**Our Country's Emblem**	(10 min.)
0– 605	**Our Country's Flag**	(10 min.)
0– 606	**Our Living Constitution**	(11 min.)
00– 190	**Our Living Declaration of Independence**	(11 min.)
0– 298	**Our National Government**	(11 min.)
0–1175	**Pledge of Allegiance**	(11 min.)
0– 474	**Powers of Congress**	(10 min.)
0– 529	**Your Government: The Congress**	(10 min.)
0– 552	**Your Government: The Presidency**	(10 min.)
0– 563	**Your Government: The Supreme Court**	(10 min.)
00– 627	**Magna Carta: Rise of English Monarchy**	
00– 628	**Magna Carta: Revolt of Nobles and Signing of the Charter**	
00– 406	**President**	
00– 204	**Washington, Shrine of American Patriotism**	(21 min.)
00– 445	**Your National Archives**	(18 min.)
00– 179	**Your Postal Service**	(18 min.)
00– 754	**White House: Past and Present**	

Filmstrips:

F–2016	**How Our Laws Are Made**
F–2017	**President's Cabinet**
F–2018	**Young Citizen Looks at Politics**
F–2019	**Our President**
F–2020	**Citizen and His Courts**
F–2021	**How Foreigners Become Citizens**
F–2022	**How We Elect Our President**
F– 741	**Congress**
F– 742	**Executive Departments and Agencies**
F– 743	**Federal Courts**
F– 746	**The President**
F– 218	**Our Federal Government**
F– 217	**Our Congress**
F–1744	**American Presidency**
F–2316	**Capitol: Symbol of Our Nation**
F– 344	**Day in Life of the President**

III. The Missouri government is a typical example of state government.

A. Developmental growth in acquiring statehood
  1. Colonial charter provisions
  2. Territorial organization – Northwest Ordinance 1787 – model
  3. Admittance by Congress
    a. Enabling Act
    b. Voters draft constitution
    c. Congressional and Presidential approval of constitution
    d. Additional congressional requirements

B. Legislative department
  1. Types of subjects considered
    a. Education
    b. Protection of people and property
    c. Marriage and divorce
    d. Business regulations
    e. Highways and traffic
    f. Public health and welfare
    g. Natural resources
  2. Organization of the legislature
    a. Bicameral plan or unicameral plan (Nebraska)
    b. Determining the number of senators and representatives
    c. Officers of the legislature
    d. Selection and work of standing and special committees
  3. Procedures in law-making
    a. Introduction of bill
    b. Readings of the bill
    c. Public hearings
    d. Work in standing committee
    e. Work in conference committee
    f. Action by the governor
  4. Problems facing state legislatures
    a. Short legislative sessions in some states may produce poor laws
    b. Expert advice often lacking
    c. Undue pressure exerted by lobbyists and others

C. Organization of the executive department
  1. Functions of the governor
    a. To make appointments
    b. To advise on needed legislation
    c. To prepare budget and recommend changes in tax program
    d. To call special sessions of legislature
    e. To approve or veto bills
    f. To serve as leader of his party
    g. To make public appearances
    h. To call out state militia if need arises

F– 345 **Day in Life of a Congressman**
F– 350 **State Department Foreign Relations**
F– 351 **Careers in Government Service**

What advantages are there in allowing the people of Missouri to vote every twenty years to decide whether a constitutional convention should be called to draw up a constitution with voter approval or disapproval? Have the students give the advantages and disadvantages of such a procedure.

Consult the official manual of the State of Missouri (**Blue Book**). Prepare reports on some phase of Missouri government on which interest has been shown.

Use the recent **Roster of State, District and County Officers of the State of Missouri** obtained from the Secretary of State. Find the most recent constitutional amendments voted on by the people of Missouri. Gather other interesting data from this book.

Use the large number of recreational booklets published by the Missouri State Division of Resources and Development, Jefferson City, Missouri. These booklets are designed to inform the public on the recreational, scenic, and historic points of interest in Missouri.

Practice writing letters to your state senator or representative, urging his support of, or opposition to, some matter of statewide concern.

Draw a diagram showing how a bill becomes a law in Missouri.

Make a relief map of Missouri showing the mountains, lakes, rivers, state parks, and other geographical features. Show on the map the location of land used for national parks, reservations, public utility projects, and other federal purposes.

Study and report the recent work in redistricting of the state of Missouri for legislative purposes. Why is this necessary?

Tell briefly the content of several laws recently enacted by the General Assembly of the State of Missouri.

Visit an educational, eleemosynary, or penal institution in Missouri; or have the students report on visits they may have made to one or more of these institutions.

If possible, attend a session of the General Assembly. Report on your observations.

List men and women from Missouri who have become nationally prominent. Find the reasons why they achieved greatness.

        i. To pardon some violators of the law
    2. Other executive officials
        a. Elected officials
        b. Appointive officials
        c. Duties of these officials
    3. Terms of office
    4. Salaries
    5. Removal from office
        a. Impeachment
        b. Recall

D. Organization of the judicial department
    1. Work of state courts
        a. Handle law violations
        b. Handle civil cases
        c. Decide if state laws violate the state constitution
    2. Kinds of state courts
        a. Justice and mnuicipal courts
        b. District or county courts
        c. Appellate courts
        d. Supreme court
    3. Citizens' help in administering justice
        a. Perform jury duty
        b. Obey and respect laws
        c. Evaluate correctional institutions

E. Missouri Constitution test (required)

(Refer to **Curriculum Guide for the Study of the Missouri Constitution and the United States Constitution:** Secondary Curriculum Bulletin No. 121).

VOCABULARY

appellate courts
civil cases
conference committee
criminal cases
Enabling Act
impeachment
recall
territory
unicameral

(Refer to **Secondary Curriculum Bulletin No. 121**, page 10. One hundred words and terms that should be known and understood by all citizens of the state of Missouri).

IV. Local governments have developed various structural organizations.

A. Functions and services of local governments
    1. Establish schools
    2. Maintain police and fire protection
    3. Build roads
    4. Hold elections
    5. Enforce state laws
    6. Lay and collect taxes

B. Development of county and township government
    1. Development in southern colonies
        a. Governor appointed plantation owners as justices of the peace.
        b. Justices met as a court handling legal cases.
        c. Justices levied taxes, appointed officers, made contracts.
        d. A rural society developed with few towns or cities.
    2. Development in New England.
        a. Officials gave tracts of land called townships.
        b. The people laid out villages.
        c. Town meetings flourished.

Motion Pictures:

0X– 81	**Legislative Process**	(29 min.)
0–961	**Missouri**	(10 min.)
00–433	**Missouri, Land of Diversity**	(20 min.)
0X–101	**Missouri and its Natural Resources**	(35 min.)
00–425	**Indian Summer (Missouri)**	(21 min.)
00–443	**Year's at the Spring (Missouri)**	(22 min.)
0X–227	**Missouri, a Living Portrait**	

Filmstrips:

Missouri: Its Geography and Resources Series

F–2089	**Introduction to Missouri**
F–2090	**Agriculture in Missouri**
F–2091	**Forests – A Renewable Resource**
F–2092	**Underground Resources**
F–2093	**Manufacturing in Missouri**
F–2094	**Places of Interest and Beauty**

Sound Filmstrips:

FO–55	**Missouri: Teaching State Constitution of Missouri (Record and 2 FS)**
KO– 2	**Teaching State Constitution of Missouri (Same as FO–55 except content is 35 mm slides with sound on tape) (133 slides)**

Make an organization chart of the government of Kansas City showing the leading offices and the main departments.

Plan a visit to the city hall or the county courthouse.

Make a map of Kansas City. Locate the public centers of government services, such as the city hall, courthouse, fire stations, police stations, clinics, hospitals, and libraries.

Think of some local problem which might be solved by a new ordinance. Write up the ordinance in proper form and prepare a short speech in defense of it.

Find out what provisions Kansas City and Jackson County make for the handicapped, for the needy, and for convicted law violators.

Invite speakers from municipal and service organizations to talk to the class.

        - d. Later New England states divided into countries.
        - e. Recent trend is away from county government.
    - 3. Development in Middle colonies
        - a. County government
        - b. Township government
        - c. Combination of county and township government

C. County officers

- 1. Board of supervisors or county court
    - a. Election by districts
    - b. Wide variety of responsibilities
- 2. Sheriff
    - a. Chief peace officer
    - b. Responsibility of seeing that state laws are observed
- 3. Prosecuting attorney
    - a. Prosecutes people violating state laws
    - b. Often gives legal advice to county officers
- 4. County coroner
    - a. Investigates suspicious deaths
    - b. May summon jury to determine if person suspected of causing a death should be held for trial
- 5. County treasurer – handles state and county monies
- 6. County clerk – keeper of the county records
- 7. Other county officers
    - a. County assessor
    - b. Recorder of deeds
    - c. Other officers

D. Township plan

- 1. Trustee or supervisor performs most duties.
    - a. May have charge of rural schools
    - b. May provide financial aid for the poor
    - c. May serve as township assessor
- 2. Constable serves as police officer.
- 3. Justice of the Peace handles minor cases.
- 4. Township has special power in some states
    - a. Serves as an election district
    - b. Serves as a judicial district for justice of the peace courts

E. Organization of municipal governments

- 1. Sources of city power
    - a. State constitution or legislative enactment grants home rule.
    - b. City ordinances conform with state laws.
- 2. City charter, the source of people's right to organize and operate their own government
    - a. States the powers of the municipality
    - b. States powers and duties of officials and departments
    - c. Sets boundaries of the city
    - d. Provides form and framework of city government

F. Mayor – council plan

- 1. Method used in over half of Missouri cities with 5,000 in population or more
- 2. Mayor, a check on council
    - a. Advises council regarding needed

Make a study of the rapid growth of suburbia as compared to the core-city – unique problems.

How does this affect the government of Kansas City?

Debate controversial issues, such as:

Resolved: That municipal government should own and operate all public utilities.

Resolved: That penalties against non-voters would improve the quality of our government.

legislation
    - b. Makes appointments
    - c. Approves or vetoes legislation
    - d. Enforces ordinances
  - 3. Council, a check on the mayor
    - a. Executes powers granted in city charter
    - b. Enacts legislation
    - c. Approves raising and spending of money
  - 4. Advantages
    - a. Allows minority representation through election of council by districts
    - b. Prevents hasty action through veto power of the mayor
    - c. Exercises strong political leadership
  - 5. Disadvantages
    - a. Leads to difficulty in fixing responsibility
    - b. Results in overlapping authority
    - c. Accomplishes little if mayor and council fail to cooperate
    - d. May result in "pork barrel" legislation
    - e. May emphasize political qualifications of mayor rather than legal requirements

- G. Commission plan
  - 1. Origin in Galveston in 1901
  - 2. Merging of executive and legislative functions
    - a. Each commissioner head of a department
    - b. Each commissioner responsible for his department
    - c. Ordinances passed by commissioners acting collectively
  - 3. Advantages
    - a. Centralizes power
    - b. Permits business to be transacted promptly
    - c. Permits election of a small number
  - 4. Disadvantages
    - a. Does not provide for checks and balances
    - b. Leads to duplication of effort
    - c. Provides unsatisfactory method of securing experts to head departments
    - d. Forms group too large for administrative purposes; too small for policy-making

- H. Council-manager or commission-manager plans
  - 1. Introduced in Staunton, Virginia, in 1908; Dayton was the first large city to use the city-manager plan in 1913
  - 2. Managing expert chosen by council to head the administrative branch
    - a. Department heads appointed by manager
    - b. Manager advised and checked by council
  - 3. Advantages
    - a. Authority centralized
    - b. Men of ability attracted to council because of freedom from administrative detail
    - c. Manager chosen on basis of training and experience

        d. Minimum of political control due to small number of officials elected-at-large
        e. Efficiency
    4. Disadvantages
        a. Lack of political leadership
        b. Non-resident manager unfamiliar with local problems
        c. Manager sometimes blocked by politically-minded council
        d. Too much power in the hands of one man not directly responsible to the people

I. Development of government in Kansas City
    1. City was given permission by Jackson County Court to become incorporated in 1850
        a. Governed by board of trustees appointed by court
        b. An assessor, a collector, and a constable only officers appointed by the board
    2. Town petitioned state legislature for a charter in 1853.
        a. Changed name from Town of Kansas to City of Kansas
        b. Had its own charter
        c. Operated under a mayor and a unicameral council of six representatives
    3. Charter of 1859 was amended, provided for bicameral legislature.
    4. State legislature provided "home rule" government for cities having 100,000 or more inhabitants.
        a. Passed in 1875
        b. Missouri, first state to pass such a law
        c. "Home rule" charter adopted by City of Kansas in 1889
    5. New charter was adopted in Kansas City in 1908.
        a. Provided for some civil service in city government
        b. Allowed Mayor to appoint board of civil service commissioners, hospital and health board, fire and water commissioners, and a board of public works
    6. Council-manager plan was adopted by the people in November, 1925; put into operation April, 1926.
        a. Council-manager system became the legal government, and with it a unicameral law-making body.
        b. Mayor became the presiding officer of the council.
        c. City manager became the chief administrative officer of the city.

        (Consult the publication: **The Government of Kansas City, Missouri,** prepared by Office of the Auditor, City Hall, Kansas City, Missouri.)

VOCABULARY

charter
commission
county court
"home rule"
incorporated

municipal
pork barrel
township
boss
political machine

Give the arguments for and against "home rule" of the police department.

From a civic history of Kansas City secure historical information which shows the kinds of problems that were present in our city in 1908.

Report on the historical development of Kansas City's Fire Department.

Prepare a thumb-sketch diagram of the present government of Kansas City, showing the responsibility for services is located in the correct department or correct offices.

Discuss the purposes of such local organizations as: League of Women Voters; Good Government League; Citizen's Association; Young Republican or Young Democrats Organizations.

Motion Pictures:

0X–121	**Sound of a Million (K.C.)**	(27 min.)
0X– 64	**Cowtown, U.S.A.**	(30 min.)

Filmstrips:

F–744	**Local Government**
F–745	**Municipal Government**
F–749	**Why We Pay Taxes**
F–348	**New England Town Meeting Today**

CULMINATING ACTIVITIES

Develop a class notebook on current work and activities of the city government.

Plan a trip to the City Hall with well defined points to clarify as a result of the trip.

Have a Congressman or state legislator address the group on current legislative problems and procedures.

Secure speakers from Community Studies or from other planning groups stating the aims, purposes, and progress achieved by their respective organizations.

Plan a field trip to the Fire Department, Police Department, County Court House, or some similar division of local government. Plan questions to ask in advance.

Have a panel discussion on the growth of suburbia, the problems accruing from this rapid growth, and the procedures which are being used to solve or relieve these problems.

EVALUATION

Observe evidence of growing pupil interest in functions, and problems of local, state, and national governments.

Give teacher-made and standardized tests to examine the students' knowledge of and understanding of the federal and state constitutions.

Consider the willingness of the pupil to assume appropriate responsibility for the success of school, and local community organizations.

Check the ability of the pupil to apply the vocabulary acquired through class study to the reading, interpretation, and understanding of the daily news.

Testing of students' comprehension and understanding of problems through a speaker's question – and – answer approach.

Explore actual living and putting into practice of the qualities essential for good citizenship both in the school and outside of the school.

Observe the students' willingness to assume appropriate responsibilities for the success of the local, state, and national governments under which they live.

RESOURCES MATERIALS

Tiegs, Adams, et al	**Your Life As A Citizen** (Revised Edition) (text)	Ginn
Current Events	American Education Press	Columbus, Ohio
Junior Review	Civic Education Service, Inc.	1733 K St., N.W., Washington 6, D.C.
Junior Scholastic	Scholastic Magazines, Inc.	430 Kinnard Avenue, Dayton, Ohio
Our Times	American Education Press	Columbus, Ohio
Weekly News Review	Civic Education Service	1733 K St., N.W., Washington 6, D.C.
World Week	Scholastic Magazines	430 Kinnard Avenue, Dayton, Ohio

MATERIALS ON THE STATE OF MISSOURI

	Bills as the Origin of Laws	Secretary of State, Jefferson City, Missouri
	Commission on Legislative Research	Jefferson City, Missouri
	Constitution of the State of Missouri	Secretary of State, Jefferson City, Missouri
Karsh, Robert F.,	**Essentials of Missouri Government**	Lucas Brothers Columbia, Missouri
	Highway Progress in Missouri	Missouri Highway Dept.
Karsh, Robert F.,	**I'm From Missouri**	Webster Publishing Co., St. Louis, Missouri
Karsh, Robert F.,	**Missouri Under the Constitution**	
	Official Manual of the State of Missouri	Secretary of State, Jefferson City, Missouri
	Official Roster of Local, County, and State Officials of the State of Missouri	Secretary of State, Jefferson City, Missouri

	Research and Secretariat Committee on Legislative Research (pamphlets)	Secretary of State, Jefferson City, Missouri
	Resources and Development Commission	Secretary of State, Jefferson City, Missouri
	Recreational Booklets Memorable Missouri Additional materials	
Lanteman, Alice,	**Your City and You – The Story of Kansas City,**	The Board of Education, Kansas City, Missouri
	Missouri, the Simplified Constitution	Webster

Materials on Kansas City

Bulletins from the Board of Election Commissioners
Bulletins from the City Hall
Bulletins from the Kansas City Chamber of Commerce
Decade of Decision Kansas City Life Insurance Company
Proud Heritage Kansas City Life Insurance Company
Registration and Voting Jackson County Election Board, Court House
The Government of Kansas City, Missouri, City Hall, Kansas City, Missouri
Through the Years With Kansas City Stine and McClure

ADDITIONAL REFERENCES

Living Democracy Series: Tufts Civic Education Center. Available from the National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D.C.

- **The Isms and You**
- **Bread and Butter Plus**
- **And Crown Thy Good**
- **Liberty and Law**
- **Get Into the Game**
- **It Has Been Done**
- **The 'X' Goes Here**
- **Men to Remember**
- Others

Our Freedom Series Row, Peterson and Company

- **Rights of Free Speech**
- **Free Trial**
- **Liberty and the Press**
- **Ways of Dictatorship**
- Others

Superintendent of Documents, Government Printing Office, Washington, D.C.
(Teachers place name on mailing list of new publication listings)

Your Federal Budget Bureau of the Budget Superintendent of Documents, Government Printing Office, Washington, D.C.

The World Almanac and Book of Facts, New York World Telegram and the Sun
125 Barclay Street., New York 15, New York

Dimond, Stanley E. and Beamer, Miles E.,	**Citizenship for Democracy Charts**	A.J. Nystrom
	American Democracy Chart	Allyn and Bacon
	Foreign Relations Series	Foreign Relations Project 57 W. Grand Avenue Chicago, Illinois
	World Book Encyclopedia **Compton's Encyclopedia**	

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Filmstrips

F–747	**State Government**
F–294	**Legislative Branch**
F–295	**Executive Branch**
F–296	**Judicial Branch**

PROFESSIONAL AIDS

Selected Publications of the National Council for the Social Studies
1201 Sixteenth Street., N.W. Washington 6, D.C.

	Improving the Social Studies Curriculum	Twenty-sixth Yearbook 1955
	New Viewpoints in the Social Studies	Twenty-eighth Yearbook 1959
	Citizenship and a Free Scoiety	Thirtieth Yearbook 1960
Bulletin No. 15 (1957)	**Selected Items for the Testing of Study Skills and Critical Thinking**	
Curriculum Series		
Number 10 (1958)	**The Social Education of the Academically Talented**	
Number 9 (Rev.1960)	**The Problem Approach and the Social Studies**	
Number 6 (1957)	**Social Studies for the Junior High Schools: Programs for Grades Seven, Eight and Nine**	
McClenaghan, William A.,	**Magruder's American Government**	Allyn and Bacon

UNIT FIVE: We Learn Why and How Geographical Factors Influence Our Growth, Progress and World Relations.

Suggested Time – Eight Weeks

OVERVIEW

In this unit the pupil should be made aware that he is living and will live in a world atmosphere of dynamic, drastic, and rapid change, greatly influenced by geographic and human factors. These emerging changes involve:

The political, social, economic, and cultural upheavals in Asia, Africa, and Latin America

The rise of the Soviet Union to a world position of enormous power

The emerging of China as a leading power in East Asia

The explosion of nationalism on the vast continent of Africa

The pupil must recognize the swift rate of change and the challenge that it presents to American ignorance of world peoples and world affairs. He should be motivated to see the need for knowing and using geographic facts and how they will relate to his daily living and the role of his country in world leadership.

SPECIFIC OBJECTIVES

To learn how geographic factors influence world relations

To acquire important facts concerning people, industries, and places in the United States

To develop such concepts and understandings as interdependence, cultural differences, and administration of foreign aid

To recognize and appreciate the recent development and problems of newly independent nations

To compare the freedoms existing under American democracy and freedoms under the U.S.S.R. communism

OUTLINE OF CONTENT

I. We survey the geographic factors and influences affecting growth and progress of the United States.

  A. Pacific Northwest
    1. People
    2. Land and climate
    3. Natural resources
    4. Industries
    5. Chief products
    6. Transportation and communication
    7. Principal cities

  B. Pacific Southwest
    1. People
    2. Land and climate
    3. Natural resources
    4. Industries
    5. Chief products
    6. Transportation and communication
    7. Principal cities

  C. Northern Middlewest
    1. People
    2. Land and climate
    3. Natural resources
    4. Industries
    5. Chief products
    6. Transportation and communication
    7. Principal cities

  D. Southern Middlewest
    1. People
    2. Land and climate
    3. Natural resources
    4. Industries
    5. Chief products
    6. Transportation and communication
    7. Principal cities

LEARNING EXPERIENCES AND ACTIVITIES

See text. Refer to geographies of U.S., encyclopedias, and library reference materials. Use audio-visual materials liberally.

On an outline map of the United States color or shade the Pacific Northwest, the Pacific Southwest, the Northern Middlewest, the Southern Middlewest, the Atlantic Northeast, and the Atlantic Southeast.

Make a United States regional study map of resources, principal cities, rivers, and chief products.

Construct a chart showing the population, resources, climate, products, and chief features of the regions of the United States.

On an outline map of the United States color in the states and add any outstanding facts or features, such as capitals, products, industrial centers, and cultural characteristics of the population.

Prepare posters presenting examples of the growth of transportation or communication in the United States.

Filmstrips:

(Order by catalogue number only, not by **Series** Title)

Western States Series

F–2367	**Natural Environment**
F–2368	**People and History**
F–2369	**Agriculture**

E. Atlantic Northeast
  1. People
  2. Land and climate
  3. Natural resources
  4. Industries
  5. Chief products
  6. Transportation and communication
  7. Principal cities

F. Atlantic Southeast
  1. People
  2. Land and climate
  3. Natural resources
  4. Industries
  5. Chief products
  6. Transportation and communication
  7. Principal cities

VOCABULARY

cartographer
density of population
geographic
grasslands
industrialization
latitude
longitude
planning
rainfall
regional
resources
sea level
terrain
topography

F–2370 **Industry**
F–2371 **Commerce**
F–2372 **Life and Culture**

Middle States Series

F–2389 **Natural Environment**
F–2390 **People and History**
F–2391 **Agriculture**
F–2392 **Industry**
F–2393 **Commerce**
F–2394 **Life and Culture**

Northeastern States Series

F–2399 **Natural Environment**
F–2400 **People and History**
F–2401 **Agriculture**
F–2402 **Industry**
F–2403 **Commerce**
F–2404 **Life and Culture**

Northwestern States Series:

F–2412 **Natural Environment**
F–2413 **People and History**
F–2414 **Agriculture**
F–2415 **Industry**
F–2416 **Commerce**
F–2417 **Life and Culture**

Southeastern States Series

F–2440 **Natural Environment**
F–2441 **People and History**
F–2442 **Agriculture**
F–2443 **Industry**
F–2444 **Commerce**
F–2445 **Life and Culture**

Southwestern States Series

F–2446 **Natural Environment**
F–2447 **People and History**
F–2448 **Agriculture**
F–2449 **Industry**
F–2450 **Commerce**
F–2451 **Life and Culture**

Alaska Series

F–1049 **Alaska – Land and People**
F–2025 **Alaska – Our 49th State**
F–2315 **Alaska**

Hawaii Series

F–2319 **Hawaii – Our 50th State**
F–2002 **Making Friends**
F–2003 **Exploring Honolulu**
F–2004 **Exploring Oahu**
F–2005 **Origin and History**
F–2006 **Sugar, Fishing and Pineapple Industries**
F–2007 **National Park**
F–1741 **Hawaiian Islands**
F–1341 **Living in Hawaiian Islands**

Middle West Series

F–1059 **Cornbelt**
F–1060 **East and South of the Cornbelt**
F–1061 **West and North of the Cornbelt**
F–1062 **City People of the Middle West**
F–1742 **Midwest Region**

Northeastern U.S. Series

F–1069 **Living in New England**
F–1070 **Five Great Cities**
F–1071 **Valley Regions of Northeast**
F–1072 **Where East and South Meet**

Regional Geography Series

F– 188 **Far Western States**
F– 189 **Middle States**
F– 190 **Northeastern States**
F– 191 **Northwestern States**
F– 192 **Southeastern States**
F– 193 **Southwestern States**
F– 739 **United States of America**

United States: Its Geography Series

F–1078 **Middle West**
F–1079 **New England**
F–1080 **Middle Atlantic States**
F–1081 **Southern U.S.**
F–1082 **Southwestern U.S.**
F–1083 **Western U.S.**
F–1084 **Pacific Coast States**

United States Regional Geography Series

F– 461 **U.S. – A Regional Overview**
F– 462 **Northeast**
F– 463 **Appalachian Highlands**
F– 464 **Atlantic Plain and Piedmont**
F– 465 **Great Lakes Region**
F– 466 **Gulf Plains**
F– 467 **Central Plains**
F– 468 **Great Plains**
F– 469 **Plateau Region**
F– 470 **Pacific Coast Region**

United States: Its History Series

F– 960 **Middle West**
F– 961 **New England**
F– 962 **Middle Atlantic State**
F– 963 **Southern U.S.**
F– 964 **Southwestern U.S.**
F– 965 **Western U.S.**
F– 966 **Pacific Coast States**

II. We look at the political and economic world.	See text.
A. Politics as an essential factor in group life B. Levels of politics	Write an essay on the importance of politics on the daily lives of the people throughout the world. Emphasize the levels of politics, and show how politics affect you as a citizen in the United States. Upon whom and upon what does the ultimate success of politics depend?
C. World politics 1. League of Nations 2. United Nations	List some apparent causes for weaknesses in the League of Nations and the United Nations. Suggest what might have been done to have avoided these weaknesses.
D. Land and politics	Show the relationship of geography and politics to the origin and development of nations. Give illustrations and facts to develop your conclusions.
E. Great nations and small nations	Prepare a floor talk on the importance of interrelationships of small and large nations and great powers. Give evidence and illustrations to show specifically these interrelations and their effects on various nations.
F. National strength	Chart world population patterns and trends. Indicate density of population and statistics on population. Use a map and charts to develop your talk or written report.

VOCABULARY a great power alliance farriers hemisphere League of Nations mechanical energy morale nationality politics United Nations	How is national strength related to climate, mechanical know-how, resources, and production? Cite examples from the records of history to show that nations have cooperated and worked together. How recently has civilization tried a world peace organization? What do the other five-sixths of the world's people (other than the USA and USSR) expect from us besides financial aid? Project your opinion about the future world relations.
III. We compare the U.S.A. and the U.S.S.R. economically and politically.	See text.
A. Land and history	Using a map, estimate how much smaller the United States is than the Soviet Union.
B. A Union of Soviet Republics	On a map estimate how much of the land of the United States and of the Soviet Union is highly productive. How much of the land in each country is not productive? Is this lack of productivity due to the same or to different conditions?
C. Government of the Soviet Union	Compare the population of the two countries as to the density of population and racial make-up.
D. Economic life in the Soviet Union	Make a chart listing the resources of these two great powers.
E. The U.S.A. and U.S.S.R. compared as a way of life 1. Government ownership of business and industry in U.S.S.R. 2. Government control of personal freedom in U.S.S.R. 3. One party in U.S.S.R. 4. Aggression and police state in U.S.S.R.	Outline in chart form the government of the U.S.A. and the U.S.S.R. Point out the principal rivers, harbors, mountains, etc., of both countries. Show how close the U.S.S.R. is to the U.S.A. physically. What conclusions do you draw? Contrast our relations with Canada with our relations with the U.S.S.R. Compare the peoples of the two countries in as many ways as possible. Describe the economic plans and achievements of the U.S.S.R. Give your reasons for such development.
VOCABULARY capitalism communism collective farming democracy economic plans Politburo private ownership socialism soviet	Evaluate the achievements of the U.S.A. and explain them. Compare in chart form the governments of the U.S.A. and U.S.S.R. as to theory and practice. Give sources to prove your statements. In what way is the government of the U.S.S.R. a challenge to the free world? Relate to recent studies of current events.
IV. We view the peoples and problems of the Moslem world.	See text.
A. Land and people	Using a world map point out the parts of the Moslem world which are not parts of the western coastlands. Show other places in the world where Moslems settled and live. Show on a map of the Moslem world the locations of the origins of our great religions.
B. Resources and their development	List countries of the Moslem world. Check those which have become independent areas. Upon whom are these countries dependent for financial assistance? List the advantages, problems, and needs of the Moslem world.
C. Politics and problems	Point out on a map how Egypt and the Sudan are in a strategic position and indicate some reasons for conflict in the area. Why are some Europeans at odds with the prospects of uniting people of the Moslem world and other peoples? Be definite.
D. International relations	Using a map and citing historical development prove that Palestine is a danger spot of the Middle

VOCABULARY

dominion
empire
Judaism
mandate
Middle East
Moslem world
public ownership
tropical
western civilization
Zionism

V. We consider Africa today.
   A. Land and people
   B. Colonialism
   C. Education and standard of living
   D. Current trends in international relations

East. What is a most desired product of this area? Why?

Find the figures and information indicated below. Decide what point you could make with them and what kind of graph you could develop. Make one or more graphs showing:

a. The population of your community in ten-year periods from 1900 to 1960.

b. The total area of Africa and the areas of the parts of Africa still held by the countries of France, Great Britain, Belgium, Portugal and Spain. Refer to a map, and an almanac.

c. The populations and areas in square miles of the United States, the Soviet Union, and the Netherlands. Different people in the class may want to undertake individual projects.

d. The amount of developed and undeveloped water power in any two or more countries.

Bring to class examples of different kinds of graphs showing comparisons or contrasts.

Make a poster of graphic materials to illustrate facts concerning Africa today.

Make a poster or a map showing the early colonization of Africa, including countries and spheres of influence in color. Show the change to independent nations in Africa by means of cross lines or dots.

Summarize how differences in climate make for three differend kinds of living places in central and southern Africa (i.e., the desert, the tropical forest, and the grasslands).

Imagine that you were an early explorer or trader to Africa. What would you have found? Describe early people, imperialism, struggle for power, and settlements.

Trace Britain's influence in Cape Colony The Union of South Africa, and the Nile Valley. How successful were other nations in colonization?

Was the scramble for African colonies worth all the money, effort, and trouble it cost?

See text.

Draw a cartoon to illustrate one or more of these subjects:

a. The resources and the weaknesses of the Commonwealth of Nations

b. The attitude the Irish took toward the Commonwealth

c. Why Spain lost its empire.

d. The problems of the French

e. The disadvantage of the location of the Netherlands, of Poland, or Finland

f. Sources of Egyptian dissatisfaction with the British

g. The scramble for Africa.

Choose one or more of the following for discussion:

a. Similarities and differences between the French Union and the Commonwealth of Nations

b. Reasons for dissatisfaction in the Union of South Africa

c. Mountains and rivers as boundaries between the countries of the western coastlands

Using a piece of string, measure in inches on a globe the distances from London to Bombay, India; from London to Singapore; and from London to Sydney, Australia; by way of the route around Africa. Measure the distances between the same places by way of the Suez Canal. Multiply the number of inches by the number of miles to an inch, shown by the scale on the globe. How many miles are saved by using the Suez Canal to make each of the trips? If you have a special measuring tape to use with your globe, your measuring will be easier.

If you had your choice, what part of the western coastlands would you like most to see? Why?

You all know people who feel unfriendly to certain individuals simply because of their nationality. Do you believe it fair to judge individuals on the basis of the national group they belong to? Why?

VI. We consider international relations in one world.

See texts.

A. Politics in world affairs

If you look back on your own school experience, you will recall occasions when people you knew or knew of had difficulties with each other. The difficulties may have been between individuals or between groups of people.

B. Causes of disagreements

In each case, what was the cause of the trouble?

How was the matter settled?

C. Preventing wars

Could the trouble have been avoided? How?

Can you see any similarities between the causes of difficulties that arise among individuals and those that arise among groups of people?

D. Efforts to insure world peace

In what ways are the causes of difficulties among people similar to the causes of wars among nations?

What effect may lack of harmony between groups of people in a community have on the community?

How are the people in your community directly affected when your country is at war? What effects remain even after a war ends?

On an outline map of the world, shade the countries belonging to the United Nations. How can you account for the fact that certain countries or parts of the world have no membership? Show in some special way what countries are permanent members of the Security Council. How can you account for the choice of those particular countries?

Find in the opening part of the Charter of the United Nations the statements of its purposes. Rewrite them in your own words. Which of them aim to destroy the underlying causes of war?

Compare the United Nations' Universal Declaration of Human Rights with the Bill of Rights and the Thirteenth, Fourteenth, and Fifteenth amendments of the United States Constitution. What similarities do you find? What rights do you find in the Universal Declaration that are not in the Constitution?

VOCABULARY

charter
commonwealth of nations
covenant
Eurasia
imperialism
independence
interdependence
intolerance

Draw cartoons illustrating the causes of war. Let the class choose the best ones for display.

Use reference books to find out about the following examples of international cooperation and make reports to the class:

a. The Universal Postal Union

b. The International Union of Weights and Measures

c. The International Red Cross

Filmstrips:

F– 748	United Nations

Living in Soviet Union Today Series

F–2405	Housing and Home Life
F–2406	Schools and Pioneer activities
F–2407	Agriculture
F–2408	Foods, Markets and Stores
F–2409	Transportation and Communication
F–2410	Four Cities
F–2411	Natural Resources
F– 186	U.S.S.R. – Land and the People

Union of Soviet Socialist Republics: A Regional Study

F–2050	Geographic Background
F–2051	Natural Resources and Industries
F–2052	People, and Consumer Goods
F–2053	Education and Recreation
F–2054	Transportation and Communication
F–2055	Art, Archietecture and Religion
F–2056	Moscow
F–2057	Other Important Cities
F–2058	More Important Cities
F–1746	Union of South Africa – the other U.S.A.

United Nations Series:

F– 640	Atomic Energy and United Nations
F– 641	A Sacred Trust
F– 642	Structure for Peace
F– 643	To Combine Our Efforts – United Nations Permanent Headquarters
F– 644	Universal Declaration of Human Rights

History of the World Series

F–2063	Middle East: Well Spring of Progress
F–2064	Creativity and Change in the Middle Ages
F–2065	Renaissance
F–2066	Milestones on Road to Democracy
F–2067	Meeting of East and West
F–2068	Nationalism and World's Balance of Power
F–2471	Islam (Mohammedanism)
F–2472	Judaism
F– 414	World Trade in the Air Age

Israel: Land and People

F–2198	This Is Israel
F–2199	Galilee
F–2200	Haifa and Valley of Jezreel
F–2201	Jordan Valley
F–2202	Jerusalem and Judean Hills
F–2203	The Negev
F–2204	Tel Aviv and the Costal Plain
F– 216	Our American Heritage (Freedom) (Kit of six)

CULMINATING ACTIVITIES

Use a film which summarizes facts and developments of countries.

Construct a comparative government chart to show the leading facts on the governments of the major countries of the world.

On a world map point out America's trade with certain countries by use of flow lines.

Make a resource map of the United States.

On a United States map show states, capitals, rivers, and other features.

Discuss and give evidence that countries are interdependent.

On an outline map of the world write in the names of continents and countries.

Construct a comparative chart of several leading countries on population, land area, density of population, and other significant facts.

Write an essay on successful developments and activities toward achieving peace and cooperation among nations.

Have a talk by a foreign exchange student or by someone who can summarize his experiences and travels.

EVALUATIONS

Determine by observation improvements in understandings and attitudes toward world peoples and places.

Use objective tests emphasizing place and human geography.

Give an essay type test to evaluate knowledge about international affairs, and developments in movements and organizations for world peace and world relations.

Evaluate the teaching of Unit V by weighing answers to the following questions:

1. Do pupils have an understanding of the influence of geographic factors on world relations?
2. Has there been an adequate acquisition of facts on people, places and industries?
3. Is there knowledge and understanding of the differences between the principles and practices of the American democracy and the U.S.S.R. Communism?
4. Have pupils' attitude toward peoples and places improved?
5. Can pupils locate important places on United States and world maps?
6. Do pupils' discussions and panels show critical thinking and tolerant attitudes in world affairs?
7. Is there evidence that pupils keep up on current issues and contemporary world affairs, and recognize the importance for doing so?

RESOURCES

Jones and Murphy (text),	**Geography and World Affairs**	Rand McNally
Bohlman, Edna McCaull,	**Democracy and Its Competitors**	Charles E. Merrill
Bradley, John H.,	**World Geography**	Ginn
Burnett, R. Will,	**Atomic Energy**	Charles E. Merrill
	Democracy and You	Editors, American Education Publications, Charles E. Merrill
	Geography For Today	Editors, American Education Publications, Charles E. Merrill
Holmes, Wymer,	**The Isms and You**	Civic Education Center Tafts University, Bedford, Mass., 1957
Roth, Hobbs and Drake,	**Living in Today's World**	Laidlaw
Israel, Roemer, and Durand,	**World Geography Today**	Holt, Rinehart and Winston
	The United Nations	Editors, American Education Publications, Charles E. Merrill

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures

0–110	Early Settlers of New England	(10 min.)
0–841	Geography of Rocky Mountain States	(10 min.)
0–131	Far Western States	(10 min.)
0–265	Middle States	(10 min.)
0–288	Northeastern States	(11 min.)
0–289	Northwestern States	(11 min.)
0–389	Southeastern States	(11 min.)
0–390	Southwestern States	(11 min.)
00–731	The Charter (United Nations)	
00–755	Workshop for Peace	
00–752	Russia: from Revolution to Empire	
0X–193	Middle East	
0X–195	Russia	
00–589	Russian Life Today: Inside Soviet Union	(21 min.)
00–403	Planning Our Foreign Policy	
00–747	Poland: Land Under Communism	
00–314	World Balance of Power	
00–396	Middle East	
00– 83	People's Charter	
00–436	Rise of Nations in Europe	
00–446	We, the Peoples	
00–465	Union of South Africa	(17 min.)
00– 3	Geography of the United States: an Introduction	
0X–222	Tropical Africa	(27 min.)
00–625	China Under Communism	
0X–224	Face of Red China Parts I & II	(54 min.)
0X–232	Taiwan, Face of Free China (Formosa)	
00– 38	Indonesia, New Nation of Asia	

PROFESSIONAL AIDS

Hoover, J. Edgar,	Masters of Deceit	Holt
Anderson, Howard R., Editor,	Approaches to an Understanding of World Affairs	Twenty-fifth Yearbook 1954, National Council for the Social Studies
Gross, Richard E., Muessig, Raymond H., Fresh, George L.,	The Problems Approach and the Social Studies	National Council for the Social Studies 1960
Jones, Preston E., Editor,	New Viewpoints in Geography	Twenty-ninth Yearbook 1959, National Council for the Social Studies,
Kenworthy,	Introducing Children to the World	Harper
Patterson, Franklin, Editor,	Citizenship and a Free Society: Education For The Future	Thirtieth Yearbook 1960, National Council for the Social Studies,

CITIZENSHIP – Adapted course (Required) one year

Unit One: We Develop Study Techniques Which Will Contribute Toward Effective Learning.

Suggested Time – Two Weeks

OVERVIEW:

Many students have never developed proper study techniques. Persistence in the development and continuing use of a few basic work-study skills will tend to make studying more enjoyable and rewarding. Students who understand and appreciate what is being studied and taught can later transfer the subject content into ideas that will be used in life situations. This unit emphasizes the importance of desirable study habits and suggests procedures for attaining these skills.

SPECIFIC OBJECTIVES

To show the importance of efficient work-study skills

To suggest ways to establish and develop proper study skills and techniques

To create a growing curiosity and interest in the learning activities which will evolve from the study of citizenship

OUTLINE OF CONTENT

I. We explore the content and organization of our text.

- A. Examining the table of contents
    1. Finding what the book is about
    2. Noting the topics stressed
- B. Becoming acquainted with the chapter and unit activities and aids
    1. Individual and co-operative projects
    2. Vocabulary
    3. Development of study skills
    4. Ideas for discussion
    5. Lists of references
- C. Learning how to utilize visual aids found in the text
- D. Making use of the index

II. We set the stage for developing proper work-study skills.

- A. Developing proper skills help
    1. Understanding various texts and references
    2. Oral and written reports
    3. Examinations, texts, and reviews
- B. Establishing suitable work climate conducive to affective learning.
    1. Adequate room to work
    2. Proper tools available
    3. Freedom from distractions

LEARNING EXPERIENCES AND ACTIVITIES

See text.

List five or six topics discussed in the text. Tell under what heading or headings in the index each of the topics is found.

Prepare posters showing some of the topics discussed in the text.

Examine another textbook. Prepare two columns of information. In one column list ways in which it compares favorably or is similar to the citizenship text; in the other list ways in which it differs.

Write a short paragraph about one visual aid you find that you particularly like. Tell why it appeals to you.

Have each student discuss some television program that pertains to one of the units to be studied.

Collect and mount magazine or newspaper clippings which may illustrate some of the things to be discussed during the year.

See text.

Sketch and explain a perfect study room as you would visualize it.

Dramatize a student studying in a proper surrounding.

Dramatize another study attempting to study under undesirable conditions.

Have students study comparable material under the following conditions on three separate days: (a) popular music playing, (b) relative quiet prevailing, (c) numerous interruptions and entrances being made during the study. Compare the performance of the class under each of these conditions.

Have students list various tools needed for study of each of the subjects they are taking. Compare these lists. Evaluate.

III. We cultivate proper work-study skills which make for greater efficiency in all learning areas.

A. Listening to assignments and instructions and following directions

B. Reading a lesson assignment
1. Making questions, suggested by topics
2. Finding correct answers to the questions
3. Re-reading to clarify misunderstood topics

C. Improving reading standards
1. Satisfactory rate
2. Absence of lip (movement) reading
3. Concentration
4. Expanding the vocabulary
5. Evaluating and criticizing the reading material
6. Reading a variety of materials

D. Developing a good memory
1. Comprehending
2. Associating new ideas with known ideas
3. Fitting new ideas into some sequence
4. Re-reading and discussing
5. Making difficult material stand out by underscoring words

E. Taking good notes
1. Accuracy
2. Brevity
3. Clarity
4. Good organization

F. Preparing for examinations
1. Planning a study schedule
2. Preparing a brief outline of the subject
3. Making an examination of your own
4. Giving attention to troublesome points
5. Final reviewing of material previously studied

G. Taking tests and examinations
1. Following directions
2. Budgeting time
3. Outlining answers to essay questions
4. Beginning new paragraph for each point
5. Answering easy items first
6. Proof-reading answers

H. Using the library and other reference materials
1. Library classification systems
2. Use of card catalog
3. **Reader's Guide to Periodical Literature**
4. Dictionary
5. Almanacs
6. Yearbooks
7. Atlases
8. Maps
9. Globes
10. Charts
11. Gazetteers

See text.

(Refer to end of chapter "Activities to Improve Your Study Skills.")

Have each student prepare and keep assignment in some methodical manner.

Invite a reading specialist to demonstrate proper reading techniques and skills.

Encourage the building of vocabulary by keeping a notebook.

Have the students memorize selected American Heritage items: (a) Lines from the "Declaration of Independence", (b) Lincoln's "Gettysburg Address", (c) The "Preamble to the Constitution", (d) The "Second Inaugural", (e) The "Star Spangled Banner", (f) Your "School Creed and Song", (g) The "Epebic Oath", (h) The "American's Creed", and (i) The "Pledge to the Flag."

Have students simulate lip reading. Then, have them read an equal length of time, refraining from lip reading. Compare the rate of reading under each of the situations.

Conduct reading experiments that will indicate reading speed.

Have students discuss ways they read an assignment. Point out helpful methods of studying.

Lecture to the class. Have students take notes. Collect papers and evaluate them.

Have students practice skimming.

Conduct exercises on oral and silent reading.

Discuss the advantages and disadvantages of each method of reading.

List ways by which a student may reduce panic during examinations.

Permit much reading aloud by students. Keep a card on each student. Note the progress and difficulties of each student.

Encourage students to relate ways they have made use of new words they have learned.

Have students prepare a test over a unit of study.

Have students exchange tests and take the student-made tests.

Prepare a classroom display of various reference material.

Have students list and study reference materials which are helpful in other subjects.

Visit the nearest library. Have the librarian conduct the class through the library.

Make assignments that will necessitate the use of the card catalog, the **Reader's Guide to Periodical Literature**, reference books, globes, etc.

Prepare word lists to encourage dictionary study. (evaluate their follow-through)

IV. We evaluate work-study skills and citizenship achievement.

A. Work-study skills tests

See text.

(Refer to "Activities to Improve Your Study Skills" at the end of textbook chapters; also

B. Citizenship achievement tests

V. We utilize other media for effective learning experiences.

A. Educational TV programs
   1. Giving information relating to the programs
   2. Cultivating a taste for such programs
   3. Evaluating the presentations

B. Radio

C. Paperback books

D. Newspapers and magazines

E. Metropolitan cultural offerings

F. Clubs – Boys' Clubs, scouts, baseball leagues

G. Comics (Historical)

refer to "Unit Introductions" and "To Sum Up Units.")

See text.

(Refer to Unit Introductions, Sumaries, and Activities.)

Encourage oral reports on evaluation of educational TV programs.

Prepare posters informing class members of forth-coming radio and television programs which have cultural values.

Study the newspaper for one week. List the various cultural offerings that materialized during this time.

Have students discuss the type of program they like to attend.

VOCABULARY

accuracy
achievement
assignment
conducive
cooperate
cultural
curiosity
distractions
efficient
evaluate
interruption
learning
project
skill
study
undesirable
utilize

CULMINATING ACTIVITIES

Conduct studies to determine if work-study habits have carried over into other classes.

Utilize bulletin-board displays which place emphasis on work-study skills.

Collect and study columns appearing in newspapers and various school magazines relating to study techniques.

Prepare panel discussions on effective study techniques.

EVALUATION

Teacher-made tests on subject-matter content

Class discussion

Studies made to determine carry-over into other areas of study

Work-study skills' test

Citizenship achievement tests

Careful observation of students' work-habit ratings on report cards – with careful explanations

RESOURCE MATERIALS

Arnold, Banks, Smith, (text)	**Building Our Life Together**	Row, Peterson
Cole, Luella,	**Students' Guide to Efficient Study**	Rinehart
The New York State Counselors Ass'n.	**How To Study Tips**	Delmar

Invite a counselor, local businessman, or librarian to share personal experience and ideas relating to the importance of effective study techniques.

Preston, Ralph C., and Botel, Morton,	**How To Study**	Science Research Associates
Whipple, Guy Montrose,	**How To Study Effectively**	Public School Publishing Co.

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

0– 204	**How To Study**	(11 min.)
0– 203	**How To Read A Book**	(10 min.)
0–1031	**How To Remember**	(11 min.)
0–1032	**How To Learn**	(11 min.)
0– 737	**Listen Well, Learn Well**	(10 min.)
0– 229	**Know Your Library**	(11 min.)
0– 601	**Maps and Their Uses**	(10 min.)
0– 158	**Poster Making Design and Techniques**	(10 min.)
00– 507	**Better Bulletin Boards**	(14 min.)
00– 240	**High School: Your Challenge**	(13 min.)

PROFESSIONAL AIDS

Aiken, Daymond J.,	**You Can Learn To Study**	Rinehart
Brown, Elmer Howard,	**This Is the Way to Study**	Lippincott
Preston, Ralph Clausius,	**Teaching Study Habits and Skills**	Rinehart
Wilcox, Glenn W.,	**Basic Study Skills**	Allyn and Bacon

CITIZENSHIP – Adapted course (Required) one year

Unit Two: We Develop Ways to Strengthen Our Social Foundations.

Suggested Time – Seven Weeks

OVERVIEW

All of us build our life together. The durability of the structure we build rests upon the firm foundations, established in the home, the school, the church, and the community. We begin our lives as members of the family; later we join larger social groups. Our study in this unit should guide boys and girls in discovering how each student can best contribute to the social group of which he is a part. The part that each one plays in family life, in school life, in church life, and in community life determines to a large measure his worth to society.

The conditions of our life will be pleasant or unpleasant depending upon the attitudes and behaviors of each of us. We must perform duties which secure us against crime, disease, fire, and accident. We desire also to be secure against poverty. These social conditions should be understood by all young citizens.

SPECIFIC OBJECTIVES

To help students realize that our nation is as strong as its social foundations

To encourage individual student participation in varied community activities

To help students understand that effective safety, protection, and general welfare depend upon the attitudes of the people

OUTLINE OF CONTENT

I. The home contributes to the growth and development of our social order.

   A. Contributes many services
      1. Provides for physical needs
      2. Develops habits, customs, ideals and attitudes
      3. Affords protection
      4. Lays foundation for educational interests
      5. Formulates character by a gradual building process

   B. Home is influenced by internal and external forces.
      1. Broken homes
      2. Alcoholism
      3. Family disagreements
      4. Varying interests take members from the home
      5. Changed conditions due to business and industry
      6. Employment of women outside the home

   C. Strengthening family life
      1. School courses and activities assisting the family group
      2. Church teaching and attitude developed
      3. Private and governmental agencies provide services, trained personnel, and financial assistance
      4. Intelligent sharing, discussing, and solving of problems by members of the family group helps strengthen the home and family

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Dramatize a pleasant home situation involving sharing activities; dramatize an undesirable home situation.

Prepare an attractive bulletin-board display showing many services that the home provides.

Make use of various media such as pictures, newspaper clippings, and original drawings.

Contrast the difference between a house and a home.

Describe or plan your "dream" home. Emphasize the things you believe are the most essential to establish a happy home.

List factors which tend to weaken the home. Discuss ways the individual can overcome these weaknesses.

List ways community agencies strengthen the home life.

Consult the **World Almanac.** Gather statistical data relating to the family and homes in the United States. Prepare charts and graphs.

Study the subjects offered in the secondary schools.

Determine all the courses which relate to the home and family living in some way.

What values will students derive from these courses?

List and if possible visit clubs and community organizations in your local community.

Discuss ways in which **you** can improve family relations.

Prepare a dramatization of a family-council meeting. Choose a problem and have family members discuss and finally solve it.

Motion Picture:

0–567	**Your Family Budget**	(10 min.)
00–178	**You and Your Parents**	(14 min.)
0–538	**Family Life**	(10 min.)
00–400	**Parents Are People Too**	(15 min.)

Sound Filmstrips:

F0–82	**Older Teens and Family Relationships (F.S. and Record)**
F0–83	**Young Teens and Family Relationships (F.S. and Record)**

Filmstrips

F–1272	**Is There a Typical Family?**
F– 750	**Alcohol, Parts I and II**
F– 751	**Narcotics, Parts I and II**
F– 752	**Dangers of Narcotics**

II. The school provides a series of continuing life-long experiences.

- A. Contributions of the school
  1. Provides basic tools of learning
  2. Helps develop individual abilities and hidden talent
  3. Finds opportunities for social growth and for exercising leadership
  4. Gives opportunity to develop ability to think and act intelligently
  5. Develops an appreciation of the many fine and practical arts which bring enjoyment throughout life

- B. Problems facing our schools
  1. Overcrowding of buildings and space
  2. Higher costs in financing education
  3. Shortage of teachers
  4. Adapting the courses to meet the individual needs in a changing society

- C. Support given to our schools
  1. Local support
  2. State responsibility – **Foundation Program**
  3. Federal assistance
  4. Office of Education
  5. National Defense Education Act
  6. G.I. Bill of Rights
  7. Bureau of Indian Affairs
  8. Research foundations

See text.

Explore the various school activities in which you are not participating. After studying the purposes and accomplishments of the various groups, determine from which of these activities you could gain help and enjoyment.

Conduct a talent program in your classroom. Evaluate.

Trace the growth and development of your own local school. If possible, report on graduates who have attained outstanding success. (recognition)

Discuss different sources of financial aid which is extended to needy but deserving students.

Clip newspaper and magazine articles relating to current school problems. Discuss ways in which the American public is solving these problems.

Compare schools during colonial days with the modern day schools.

Interview an active P.T.A. worker. Find the purposes and activities of this organization.

Discuss ways schools help individuals in addition to the imparting of knowledge and information.

Use **The Readers' Guide to Periodical Literature** and find out what you can about schools in other countries.

Motion Pictures:

0X– 53	**Secure These Blessings**	(30 min.)
00–316	**Defining Democracy**	(18 min.)
00– 4	**Citizenship and You**	(14 min.)
00–549	**Education in America (17th and 18th Centuries)**	(16 min.)
00–550	**Education in America (19th Century)**	(16 min.)
00–551	**Education in America (20th Century)**	(16 min.)

Filmstrips:

F– 290	**Education for All American Children**
F–1339	**Growth of American Education**

III. The church is one of the essential foundation stones of American life.

- A. Services given by the churches today
  1. Individual establishes his own personal faith.
  2. Expression for other religious or spiritual ideals
  3. Improvement of social and civic life
  4. Gives people high ideals
  5. Provides outlet for self-expression
  6. Contributes useful information on social problems
  7. Charitable and missionary work reaches all parts of the world
- B. Churches are guarantees for freedom of religious belief.
  1. Guaranteed by law
  2. Church councils promote tolerance

See text.

List the various churches found within your local community. Tell of the activities sponsored by these churches.

Compare the early day church during the colonial period with the church of today.

Invite leaders representing various religious faiths to speak to the class. Later evaluate the services that each of these faiths contributes to community life.

Read about the work and adventure of a famous missionary like Father Damien (Molokai), Sir Wilfred Grinfell (Labrador), David Livingstone (Africa), or Albert Schweitzer. Evaluate their work.

Find all you can about the life and activities of such religious leaders as: Mohammed, Buddha, Confucius, Martin Luther, Mary Baker Eddy and Billy Graham.

Motion Pictures:

0– 44	**Boundary Lines**	(10 min.)
00–607	**Brotherhood of Man**	(13 min.)
00–359	**Major Religions of the World**	(20 min.)
0–199	**House I Live In**	(11 min.)
00–603	**Story of the Pilgrims (Pt. I: Pilgrims Tales)**	(14 min.)
00–604	**Story of the Pilgrims (Pt. II: Pilgrims in America)**	(14 min.)

IV. The citizen gains from community living through active participation in community activities.

- A. Kinds of communities
  1. Local
  2. State
  3. National
  4. World
  5. Rural
  6. Rural non-farm
  7. Urban
  8. Suburban
- B. Gains derived from community life
  1. Offers companionship
  2. Provides protection
  3. Gives opportunity to accomplish more by working with others
  4. Establishes limitation upon freedoms and rights

See text.

Consult the **World Almanac**. Find out how the Bureau of Census classifies communities for the purpose of census reports.

Give examples of various kinds of communities. Have students share with one another the varied experiences they have encountered by living in various communities.

Compare living in a rural non-farm area with living in a suburban area.

Motion Pictures:

0–673	**Our Community**	(12 min.)
00– 87	**Place to Live**	(15 min.)
0–184	**Cities: How They Grow**	(10 min.)
00–305	**Rules and Laws**	(15 min.)

V. We guard against dangers from fire and accident.

- A. Dangers against which we must guard
  1. Man's carelessness and negligence
  2. Accidents on the highways
  3. Industrial accidents
  4. Home accidents
  5. Losses caused by fire
- B. Guarding against fire and accident
  1. Government's fight against fire
  2. Fire prevention
  3. Traffic-safety school
  4. Driver's license
  5. State and local speed laws

See text.

Prepare safety posters illustrating carelessness and safety precautions.

Thoroughly inspect your home for accident or fire hazards. Find ways to correct these dangers. Then take care of the bad situation yourself.

Invite a police officer or patrolman to talk about traffic safety.

List the major forest fires during the past year. Tell how these fires started and how they could have been prevented. Find estimates of the cost

6. Building safety into the highways
7. Safety devices in industry
8. Safety-education campaigns and programs

of these fires in lives and property.

Make clever slogans that stress safety.

Do some research on modern highway construction.

Point out the ways safety is considered in the construction.

Invite a local fireman to talk to the class on fire control and prevention.

VI. We provide for proper health practices.
   A. Social problems created by ill health and disease
      1. Interference with school progress
      2. Loss in wages
      3. Loss in production
      4. Loss of life
      5. Occupational diseases
      6. Mental illness
   B. Communities aid in preventing diseases and illness.
      1. Vaccination and immunization
      2. Modern water supply systems
      3. Sewage disposal plants
      4. Inspection and regulation of foods, drugs and cosmetics
      5. Improved medical and hospital services
      6. Health insurance
      7. Institutions

See text.

Visit the water supply system of Kansas City.

Interview your school nurse. Report to the class on this interview. "A typical day in the life of a school nurse."

Discuss city ordinances and state laws as they apply to our foods and food services.

Secure and evaluate the work of several health insurance plans.

Discuss the importance of good health to a successful student

Visit a modern sewage disposal plant. Report the information secured to the class.

Motion Pictures:

0– 999	**Rest and Health**	(11 min.)
0– 94	**Defending the City's Health**	(11 min.)
0–1139	**Infectious Disease and Man-Made Defenses**	(10 min.)
0– 801	**Defense Against Invasion**	(10 min.)

VII. We accept our responsibility for the reduction of crime.
   A. Classifying crimes
      1. Felonies
      2. Misdemeanors
   B. Classifying criminals
      1. Occasional
      2. Mentally defective or diseased
      3. Habitual criminals
   C. Factors which promote crime
      1. Individual handicaps
      2. Environmental conditions
      3. Undesirable news media
      4. Methods of apprehending, convicting and punishing criminals
      5. Corrupt political machines
      6. Bad attitudes
   D. Ways of preventing crime
      1. Getting aid from experts: the psychiatrist, the psychologist, and the criminal researcher
      2. Relieving economic stresses
      3. Improving man's environment
      4. Developing attitudes of respect for laws
      5. Forming habits which make law-abiding citizens
   E. Treatment of criminals
      1. Use of parole, probation, and indeterminate sentence
      2. Placing the offender in an institution

See text.

Find current estimates on the cost of crime to our nation. Compare this cost to the cost of various other government services. In chart form show cost increase by 10 year periods.

Explain the crimes classed as felonies: murder in the first degree, murder in the second degree, manslaighter, arson, burglary, robbery, and larceny.

Show how the general definition of felonies varies in different states.

Invite a police chief or a judge to speak to the class on the crime and its prevention in our city.

Refer to the **Official Manual of the State of Missouri**. Conduct a study of the penal institutions in Missouri.

Report on a law enforcement agency in Missouri.

Compare the method of treatment of law breakers today to the methods used during early colonial days.

Study the sections of our Constitution relating to the rights of the accused persons.

Give a special report on the causes of juvenile delinquency. (Consider the report of the White

which promotes individual rehabilitation
   3. Adequate employment, education, and recreation within well-organized institutions
   4. Help given to released prisoners

F. Government aid in crime prevention
   1. Use of scientific techniques
   2. Local police
   3. State police
   4. Federal police
   5. United States Secret Service
   6. Bureau of Narcotics
   7. Postal inspectors

VIII. We provide care for the handicapped and the dependent.

A. Classes of handicapped
   1. Mentally retarded
   2. Blind
   3. Deaf
   4. Other physical handicap

B. Causes for dependency
   1. Individual causes
   2. Social and economic forces
   3. "Acts of God"

C. Providing individual relief from poverty
   1. Private relief agencies
   2. Government relief agencies

D. Ways of preventing dependency
   1. Employment aids
   2. Urban renewal
   3. Low-rent housing
   4. Provision for retirement

IX. We recognize the need for wholesome recreation.

A. Importance of recreation
   1. For physical welfare
   2. For social purposes
   3. For exploration and training
   4. For mental and emotional well-being
   5. For intelligent use of leisure time

B. Provision for proper recreation
   1. Commercial recreation
   2. Creative recreation
   3. Church activities
   4. Club activities
   5. Sports and games
   6. Public parks and recreation areas
   7. Public libraries
   8. Community sponsored activities

VOCABULARY and TERMS

commercial amusements
communicable
communists
contagious
crime
criminals
critical thinking
education
economic dependence
F.B.I.
feeble-minded
felony
foundation program
handicapped
hazard
indeterminate sentence
juvenile delinquent
leisure
marital
mental illness
metropolitan
misdemeanor
mute
non-commercial entertainment
O.A.S.I.
parole
participant
personnel
probation

House Conference.)

Attend a session of a local court and observe its procedures.

Hold model court sessions in the classroom.

Motion Pictures:

00– 36 **F.B.I.**
00–305 **Rules and Laws** (15 min.)

See text.

Refer to the **Official Manual of the State of Missouri.** Make a report on the eleemosynary institutions located in Missouri.

Locate and report on various industries that employ the handicapped in Kansas City.

Obtain samples of Braille writing. Use samples as part of a bulletin-board display that shows various aids extended to the handicapped people.

Report on some famous person who was handicapped such as: Helen Keller, Charles Steinmetz, Alec Templeton, or Jane Froman.

Motion Pictures:

0X–115 **Helen Keller and Her Story** (45 min.)

See text.

Hold a panel discussion on ways to improve leisure-time activities.

As we shorten the work-week, why is it necessary to give greater consideration to the establishment of more public recreation facilities? List some recent developments in this area.

List some of the chief types of recreation available to people. Be sure you include a variety of kinds, including those for indoor as well as outdoor recreation.

How can schools and churches help in the development of wholesome recreation? Should they assume these responsibilities?

religious freedom
rural
sects
social foundation
social security
subsistence level
suburbs
tolerance
urban
urban renewal
workmen's compensation laws

CULMINATING ACTIVITIES

Have the students prepare a list of the cultural offerings in this metropolian area. At the conclusion of the study of the social institutions have the students compile a list of events which they have attended.

Have students list ways in which their community needs improving. Following the study of the community compile suggestions made by students for community improvement.

Divide the class into groups. Have different groups visit a fire station, a police station, or different churches and church-sponsored activities, large community meetings, Good-Will Industries, and examples of professional entertainment. Have students find out the contributions each of these provides for society. Report to the class a composite of their group findings.

Encourage students to confer with adults regarding expanded community services which have developed within the lifetime of the adult. Compare the findings.

EVALUATION

Do students recognize their own importance and worth to society?

Have students realized the importance of a stable home in our free economic society?

Are students becoming increasingly aware of educational opportunities made available to them and are they willing to make the most of their time?

Do students respect the rights and duties of those with whom they come in contact in their daily activities?

RESOURCE MATERIAL

Arnold, Banks, and Smith, (text)	**Building Our Life Together**	Row, Peterson
Clark, Edmonson, Dondineau,	**Civics for Youth**	Macmillan
Conant, James B.,	**The American High School Today**	McGraw-Hill
Duvall, Evelyn Ruth,	**Family Living**	Macmillan
Educational Policies Commission	**Education for All American Children**	National Educational Ass'n.
Fortune Editors,	**The Exploding Metropolis**	Doubleday
Guidance Series Booklets:	Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois	
	Study Your Way Through School	
	What Good is High School	
	How to Live With Parents	
	Getting Along With Brothers and Sisters	
	Building Your Philosophy of Life	
Hughes, Pullen, McCrocklin,	**Building Citizenship**	Allyn and Bacon
Landis, Paul H.,	**Social Living**	Ginn
Marx, Herbert Lewis,	**Community Planning**	H.W. Wilson Co
	Our School Population	National Education Ass'n.
Spence, Hartzell,	**"The Story of Religions in America,"** (a series of articles in Look Magazine beginning in 1957.)	Reader's Guide
Tate, H. Clay,	**Building a Better Home Town**	Harper
Tiegs, Adams, Smith, Bruntz,	**Your Life as a Citizen**	Ginn
Wood, Mildred,	**Living Together in the Family**	American Home Economics Ass'n.
Zelomek, A.W.,	**A Changing America: At Work and Play**	Wiley (Chapter 6, "Suburbia")

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

00– 232	**Alcoholism**	(22 min.)
00– 247	**Mann, Horace**	(19 min.)
F– 290	**Education for All American Children**	
F–1339	**Growth of American Education**	

PROFESSIONAL AIDS

Conant, James B.,	**The American High School Today**	McGraw-Hill
Conant, James B.,	**Slums and Suburbs**	McGraw-Hill
DeYoung, Chris A.,	**Introduction to Public Education**	McGraw-Hill
Fortune, Editors of,	**The Exploding Metropolis**	Doubleday
Tate, H. Clay,	**Building A Better Home Town**	Harper
	Citizenship and a Free Society: Education for the Future	National Council for Social studies
Warren, Ronald L.,	**Studying Your Community**	Russell Sage Foundation

CITIZENSHIP – Adapted course (Required) one year

Unit Three: We Study the Economic Way of Life in Our Free Enterprise Society.

Suggested Time – Nine Weeks

OVERVIEW

The structure of our economic life is made up of several basic activities: consuming; producing; employing and being employed; buying and selling; using money; credit and banks; and rendering service through transportation, communication, and public utilities. In this economic system, private free enterprise encourages individual drive and originality.

The methods of production have produced a wide variety of goods and services. The consumer should try to determine how he can buy wisely.

Accompanying large scale distribution and mass production are a number of current problems. Some questions pointing to these problems are: Who decides the relationship between business and government? What trade agreements should be entered into with other countries? How do labor and management resolve these problems? What are monopolies? How can the consumer buy wisely?

SPECIFIC OBJECTIVES

To help students appreciate and understand the accomplishments of the American free enterprise system

To help develop students' abilities to become wise consumers

To show students that occupational and professional training is essential to serve the needs in our growing economic system

To explore the steps in finding one's place in the world of work

OUTLINE OF CONTENT

I. Intelligent consumers complement the effectiveness of our free enterprise system.
  A. Aids given to consumers
    1. Local merchant
    2. Radio and TV advertising
    3. Magazine listing of tested goods
    4. National Bureau of Standards
    5. Voluntary inspection of agricultural products by the United States Department of Agriculture
    6. Labeling of products
    7. Publications by government agencies
    8. Federal inspection of foods, drugs, and cosmetics and the factories that manufacture them
    9. "Consumer's Bulletin" and "Consumer Reports"
    10. Testing of products by the American Home Economics Associalion
    11. Better Business Bureau
  B. Consumers' co-operatives enable members to co-operate in buying goods and services.
    1. Members usually put in a certain amount of money as their share in the organization.
    2. Profits distributed to the members
    3. Farmers are organizing various co-operatives.
    4. Advantages of co-operatives
    5. Objections to co-operatives
  C. The consumer must assume his role as a wise consumer of goods.
    1. Preparation of a family budget
    2. Consideration of the quality and price of goods
    3. Evaluation of the statements issued by the numerous advertising media

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Have each student select some household item. Consult the **Consumer Reports** to find the rating given to different firms manufacturing the same product. Discuss the usefulness of these reports.

Make various kinds of graphs. Mount graphs on the bulletin-board.

Have each student select a product. Observe the ways the product is advertised through different media. Determine which advertising media is reliable, which is unreliable.

Bring to class as many examples of the various types of consumer information as you can find. Evaluate each of them.

Have each student prepare a family budget. Base each one upon a different yearly income. Compare results. How do you account for the differences?

Make a study of federal and state food and drug acts. Report your findings to the class.

Motion Pictures:

0– 83	**Consumption of Foods**	(10 min.)
0–567	**Your Family Budget**	(10 min.)

Filmstrips:

F–424	**Advertising – A Force in Modern Living**

II. Large scale production characterizes our economic system.

- A. Factors that enter into production
  - 1. Natural resources
  - 2. Labor
  - 3. Capital
  - 4. Employer
- B. Each factor expects a return.
  - 1. Rent
  - 2. Wages
  - 3. Interest
  - 4. Profit
- C. Kinds of business organizations under capitalism
  - 1. Single proprietorship
  - 2. Partnership
  - 3. Corporation
- D. Dangers of big business organizations
  - 1. Control of prices
  - 2. Control of supply of product
  - 3. Elimination of competition
  - 4. Establishment of monopolies
- E. Government regulations and aids
  - 1. Securities and Exchange Commission
  - 2. Federal Trade Commission
  - 3. Trust legislation
  - 4. Interstate Commerce Commission
  - 5. Federal Communications Commission
  - 6. Federal Power Commission
  - 7. Farm price supports
- F. Conditions needed to keep the large-scale production

See text.

Explain "private enterprise" and "Capitalism." Contrast on chart form with Communism. Prepare reports on the Industrial Revolution, Frances Lowell, Samuel Slater, Eli Whitney.

Invite representatives of both labor and management to speak to your class. Draw from industries representative of places of employment of the parents.

Report on some of the early labor leaders. Contrast their work and accomplishment with those of present day labor leaders.

Construct graphs, charts, or posters showing the factors of production.

Construct a double line graph.

Refer to the data given under the picture on page 90. Use, **You and the Investment World,** New York Stock Exchange, and the series of economic booklets published by the National Association of Manufacturers to find out additional data about corporations in the United States.

Prepare reports on John Wanamaker, Marshall Field, Montgomery Ward, Sears and Roebuck.

Motion Pictures:

00–266	**What Makes Us Tick?**	(13 min.)
0–209	**Industrial Revolution**	(11 min.)
00–158	**Productivity: Key to Plenty**	(21 min.)

III. Freedom of our laboring force is characteristic of our economic system.

- A. Causes of conflict between employer and employee
  - 1. Base pay
  - 2. Fringe benefits
  - 3. Working conditions
  - 4. Length of the work week
  - 5. Health and safety
- B. Kinds of labor unions
  - 1. Craft unions
  - 2. Industrial or vertical unions
- C. Methods of procedure used by labor unions
  - 1. Closed shop
  - 2. Strikes
  - 3. Boycott
  - 4. Unfair lists
  - 5. Fair lists
  - 6. Injunction
- D. Methods of procedure used by the employer
  - 1. Open shop
  - 2. Form association
  - 3. Lockout
  - 4. Black list
  - 5. White list
  - 6. Training programs
  - 7. Injunction
- E. Ways of settling disputes
  - 1. Collective bargaining
  - 2. Mediation
  - 3. Arbitration
  - 4. Conciliation
  - 5. Labor-Management Relations Act

See text.

Prepare a bulletin-board display of news stories, pictures, cartoons, and editorials on labor-management relations.

Make a study of the early European Guilds. Compare them to our present day labor organizations.

Study methods of procedure used by labor unions. Compare the strengths and weaknesses of each method.

Study the methods of procedure used by the employer. Compare the strengths and weaknesses of each method.

Filmstrips:

F– 672	**Business Facilities**
F–1615	**American Giant: Mid Century Measurement**
F–1616	**Machine Power: Muscles of the United States Giant**
F–1617	**American People: Human Side of the Giant**
F–1618	**Search for Resources: Feeding the United States Giant**
F–1619	**Half a Trillion Dollars: Pocketbook of the United States Giant**

6. Labor-Management Reporting and Disclosure Act
7. Required 'waiting periods'
8. Sharing in industrial control-industrial democracy
9. Taft-Hartley Act

Prepare a display of union literature and magazines which the students may bring from their homes. Study the various kinds of information found in these magazines.

Draw original cartoons illustrating phases of employer-employee relations.

Report on the Child Labor Laws of Missouri.

Motion Pictures:

00–749	**Rise of Organized Labor**	(18 min.)
00–657	**Labor Movement: Beginnings and Growth**	(15 min.)

IV. Trade activities affect the flow of goods.

See text.

- A. Conditions essential for effective trade
  1. Demand and supply
  2. Suitable transportation
  3. Availability of credit
  4. Extension of the market
- B. Transfer of goods from producer to consumer
  1. Middleman
  2. Wholesaler
  3. Retailer
  4. Chain store
  5. Consumer co-operatives
  6. Discount houses
- C. Trade with other countries
  1. Exports
  2. Imports
  3. Tariff problems
- D. Government aids to trade
  1. Lends money to produce or to buy goods
  2. Services offered by Department of Commerce
  3. Regulatory powers of Congress
  4. Fair-trade laws
  5. Bureau of Standards licensing and inspection

Prepare a day's menu. List foods obtained through local trade, national trade, foreign trade.

Have different members of the class visit a wholesale house and a discount house. Compare the prices of similar commodities. Compare these prices to the prices fixed by chain stores.

Prepare a report on the history of the tariff in the United States during the earlier years of our government. Study carefully current governmental action on tariffs.

Contrast the volume and monetary value of our imports and exports over a twenty-five year period. Refer to **World Almanac.**

Initiate extensive class research on the rank the United States maintains in the production of many commodities. Refer to geography books, encyclopedias, almanacs, and other citizenship books.

Motion Pictures:

0–103	**Distributing America's Goods**	(11 min.)
0–105	**Distribution of Foods**	(11 min.)

V. Money, credit and banking are related to American capitalism.

See text.

- A. Money
  1. Medium of exchange
  2. Measure of value
  3. Makes saving possible
  4. Provides purchasing power
  5. Increased amount in circulation created by inflation
- B. Monetary system of our country
  1. Established in 1792
  2. Forms of paper money in circulation
  3. All paper money and coins issued – legal tender
- C. Credit is buying power.
  1. Definition
  2. Credit instruments
  3. Advantages of credit
  4. Dangers of credit
  5. Credit's role in our economy
- D. Our banking system
  1. Services performed by banks
  2. Organization of our banking system
  3. Provision made for fluidity and elasticity of money

Prepare a coin collection for display purposes.

Make a poster showing the various kinds of credit instruments.

Have several students visit a local bank. Prepare an observation sheet and questionnaire prior to the visit. Use these as aids in making the trip more meaningful.

List advantages and disadvantages of credit. What conditions might reverse the reasons listed under a specific heading?

List the different kinds of workers in a bank. List school subjects which would help prepare a person to fill each of these position.

Make a study of the early system of coinage of money and the establishment of the banking system in the world.

Have each student construct his own vocabulary of terms mastered. Conduct a quiz show testing the knowledge of the vocabulary.

Motion Pictures:

Banking Series:

0–814	**Future to Bank On**	(10 min.)
0–815	**How Banks Serve**	(10 min.)
0–816	**Money Talks**	(10 min.)
0–817	**Pay to the Order of**	(10 min.)
0–818	**Using Bank Credit**	(10 min.)
0–432	**Using the Bank**	(10 min.)
0–456	**What Is Money**	(10 min.)

Filmstrips:

Managing Your Money Series

F–1735	**Earning Your Money**
F–1736	**Paying Your Bills**
F–1737	**Spending Your Money**
F–1738	**Borrowing Money**
F–1739	**Making Money Work for You**
F–2373	**Role of Commercial Banking System in American Economy**
F–1917	**Interest: Borrowing and Investing**

VI. Economic life is influenced by means of transportation and communication.

See text.

- A. Many means of transportation available to our economy
  - 1. Kinds of transportation
  - 2. Improvements
  - 3. Present day problems
  - 4. Services rendered
- B. Varied methods of communication
  - 1. Types of communication
  - 2. Services rendered
- C. Public utilities vital to our economy
  - 1. Nature of services given
  - 2. Methods of government control
  - 3. Question of government ownership

Evaluate the transportation facilities in your metropolitan area.

Enumerate problems facing the railroad industry and those facing the airlines. What conditions helped create these problems?

Plan a debate relating to public ownership and management of public utilities.

Motion Pictures:

0– 97	**Development of Communication**	(11 min.)
0– 98	**Development of Transportation**	(11 min.)
0–1083	**Life and Times of the Iron Horse**	
0X– 185	**Magic Highway**	
00– 605	**Transportation by Water**	

VII. The citizen does important work in our economic system.

See text.

- A. Know your own qualifications
  - 1. Interests
  - 2. Mental ability
  - 3. Special aptitudes
  - 4. Health
  - 5. Personality traits
- B. Choosing a vocation
  - 1. Broad general occupational fields
  - 2. Demands in various fields
  - 3. Investigating specific occupations
  - 4. Suitable training programs

Plan a bulletin-board display of materials relating to careers. Have each student prepare a careers notebook.

Clip and display career columns which appear in many of the school magazines.

Have each student interview one person who is employed in the area of work in which the student is interested. Find out the training which is needed for the job, advantages and disadvantages of the job, compensation received, and chances for advancement.

VOCABULARY and TERMS

abilities
aptitude
arbitration
barter
bonds
boycott
budget
capital
capitalism
closed shop
collective bargaining
conciliation
consumer
corporation
credit
economic

exports
F.D.I.C.
featherbedding
fringe benefits
imports
inflation
injunction
intelligence quotient
interest
interstate
intrastate
Law of Supply and Demand
legal tender
lockout
mediation
middleman
monetary system
monopoly
overproduction
partnership
private enterprise
proprietorship
public utilities
rent
retailer
speculation
stock
stockholder
subsidy
tariff
vocation
wages
wholesale

Motion Pictures:

0–657	Choosing Your Occupation	(10 min.)
00– 37	Finding Your Life Work	(19 min.)
00–352	Getting a Job	(10 min.)
0–665	How to Keep a Job	(10 min.)
0–753	Personal Qualities for Job Success	(10 min.)
00–362	Planning Your Career	(16 min.)
0– 29	Automotive Service	(11 min.)
0–523	Bookkeeping and You	(11 min.)
0– 50	Brick and Stone Mason	(11 min.)
0–107	Draftsman	(11 min.)
0–117	Electrician	(11 min.)
0–471	Fire and Police Service	(10 min.)
0–145	Forestry and Forest Industries	(11 min.)
0–189	Heating and Air Conditioning	(10 min.)
00–213	I Want to be a Secretary	(15 min.)
0–986	Jobs in Atomic Energy	(11 min.)
0–233	Journalism	(10 min.)
0–233	Laundering and Dry Cleaning	(11 min.)
0–472	Librarian	(11 min.)
0–247	Machine Maker	(11 min.)
0–248	Machinist and Toolmaker	(10 min.)
0–271	Modern Lithographer	(10 min.)
0–290	Nursing	(11 min.)
0–301	Painting and Decoration	(10 min.)
0–314	Pharmacist	(11 min.)
0–314	Photography	(10 min.)
0–322	Plumbing	(10 min.)
0–331	Poultry Raising	(10 min.)
0–473	Printing	(10 min.)
00–536	Printing	(22 min.)
0–348	Restaurant Operator	(10 min.)
0–611	Secretary: A Normal Day	(10 min.)
0–368	Sheet Metal Worker	(10 min.)
0X–189	Student Nurse	(25 min.)
0X–158	The Stylist	(25 min.)
0–408	Teaching	(10 min.)
0–424	Transportation	(10 min.)
0–450	Welding Operator	(10 min.)
0–465	Woodworker	(10 min.)
0X–197	Cameras and Careers	(25 min.)
0X–167	Careers in Recreation	(27 min.)

Filmstrips:

F– 443	Getting a Job
F– 445	Secretary as Receptionist
F– 673	Finding the Right Job for You
F– 675	Ideal Secretary
F– 679	Selling Yourself to Your Employer
F– 682	Your New Job
F–1550	Looking at Business Careers
F–1551	Succeeding in Your Career
F– 28	Your Job – Are You Preparing for It?
F– 353	Your Life of Work
F–1995	New Career Opportunities
F– 351	Careers in Government Service
F–1962	Getting the Most Out of High School
F–2061	You and Your Mental Abilities
F–2168	Can the Biologist Meet the Demand?
F–2169	Can the Chemist Renew the Supply?
F–2170	Can the Physicist – Engineer Strike a Balance?

CULMINATING ACTIVITIES

Have the school counselor talk with the students on the importance of a high school education in preparing for a career.

Plan visits to local businesses. Discuss the role that these businesses assume in our economic activities – in job training.

Tour one of the banks in the metropolitan area. Note the services banks perform.

Plan a bulletin-board display of the various factors of production.

Have the class plan and conduct its own 'Career Day.' Let students share research work and information gained from their study of careers.

EVALUATION

Check the students' ability to use economic terms in oral and written discussion.

Observe the students' ability to utilize and seek the help of the many aids and guides for consumer buying.

Observe the students' skill in interpreting and detecting current news releases relating to economic activities.

Give brief tests on subject matter content.

RESOURCE MATERIALS

Arnold, Banks, Smith, (text)	**Building Our Life Together**	Row, Peterson
	American Capitalism – An Introduction for Young Citizens	Council for Advancement of Secondary Education National Education Association
	Capitalism and Other Economic Systems	
	Career Opportunities	New York Life Ins.
Clark, Edmonson, and Dondineau,	**Civics for Americans**	Macmillan
Hughes, Osgood, Pullen McCrocklin,	**Building Citizenship**	Allyn and Bacon
	Occupational Briefs	Science Research Associates
	Occupational Outlook Handbook	U.S. Department of Labor Bureau of Statistics
Roth, Hobbs, Drake,	**Living in Today's World**	Laidlaw
Smith, Fullen, Bruntz, Tiegs, Adams,	**Your Life As a Citizen**	Ginn

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Flannel board materials on "Economics"

Heckman, Harry W.,	**Economics of American Living** (a series of charts)	Rand McNally
	Road Maps of Industry,	The Conference Board

Motion Pictures

00– 7	**Aptitudes and Occupations**	(16 min.)
00–609	**Story of St. Lawrence Seaway**	(25 min.)

PROFESSIONAL AIDS

Carskadon, Thomas R., and oule, George,	**United States of America in New Dimension**	The Twentieth Century Fund, Inc.
Clark, Harold F.,	**Economic Education**	Eleventh Yearbook, National Council for the Social Studies New York University Bookstore
	Education Youth for Economic Competence	**American Business Education Yearbook, Vol. 15,**
albraith, J.K.,	**The Affluent Socient** **American Capitalism**	Houghton, Mifflin
cKee, C.W., and oulton, H.G.,	**A Survey of Economic Education**	The Brookings Institution
kes, Earl P.,	**Contemporary Economic Systems**	Holt

CITIZENSHIP – Adapted course (Required) one year

UNIT FOUR: We Study Our Governments' Basic Principles, Structures and Functions.

Suggested Time – Seven Weeks

OVERVIEW

In Unit Four we study government as the organization which enables us to perform tasks together, which we cannot achieve individually. Government is then a group effort in which we join forces with others so that we can accomplish the services that society or the group needs and wants.

In the course of history men have chosen forms of government from many different patterns or models. Nations have followed different governmental patterns, such as: democracy, fascism, and communism. The pattern for our government is outlined in the United States Constitution. Few changes have been needed in our flexible Constitution to meet the changes necessary to adjust it to modern life.

We must have a knowledge of our own government and the challenges of its competitors. We should also develop understandings, appreciations, and helpful attitudes toward our government – local, state, and national – and toward officials and government workers. As citizens, we can develop skills in participating in and assuming some responsibilities for democratic activities and projects.

SPECIFIC OBJECTIVES

To develop in students a knowledge of democratic government in contrast with the challenge of dictatorship

To instill in students a greater appreciation for and an understanding of the development and working of democratic form of government

To motivate increased participation in and responsibility for democratic activities, projects, and organizations

To develop student attitudes and skills in democratic action in the groups of which the students are a part

To help students understand the struggles and sacrifices that have been made to achieve and perpetuate our American heritage and system of government

To point out the definite principles and practices of democracy in comparison with communism

OUTLINE OF CONTENT

I. We compare democracy with dictatorship.

   A. In a democracy government power rests ultimately with the people.
      1. Built on faith, reason, and compromise
      2. Right to ask questions, get answers, and make choices
      3. Process and change in function, form, and purpose of government in control and solving problems

   B. In a dictatorship government power is in the hands of a dictator or a government group (oligarchy).
      1. Complete state control
      2. Lack of personal freedom
      3. Control or government ownership of property
      4. Practice of injustice, force, military power, aggression, and even murder
      5. Built on prejudice and hatred toward minority groups
      6. Absolute control of institutional and community life

LEARNING EXPERIENCE AND ACTIVITIES

See text.

Why is it important for you to practice some of the principles of democracy? Demonstrate in a committee study and report the carrying out of these democratic processes in handling ideas.

Show a film such as **Make Way for Youth** and explain how the students worked democratically to achieve their purposes.

In the past how did fascism and nazism act as underlying causes for World War II and as causes for many atrocities and mass murders? (Refer to history textbooks, reference materials, and current periodicals.)

How is dictatorship related to social and economic problems, education, and one's cultural heritage? (Account for dictatorship in much of the old world in contrast with democracy in the United States.)

Show films such as **Backfire** and **House I Live In** and explain the ways that the films illustrate principles and practices of democracies and/or those of dictatorships.

Motion Pictures:

00– 4	**Citizenship and You**	(14 min.)
00–305	**Rules and Laws**	(15 min.)
00–523	**Ticket To Freedom**	(14 min.)
0–187	**Give Me Liberty**	(10 min.)
0–399	**Story That Couldn't Be Printed**	(11 min.)

II. We compare democracy in the United States with that of communism in Russia.

- A. Communism in Russia differs in theory and in practice.
  1. Has a constitution with democratic utterances
  2. Claims its government to be based on the proletariat (workers)
  3. Uses "republic" in its name as a country
  4. Claims universal suffrage from eighteen years of age
  5. Restricts freedom through military police
  6. Has only party with rule by communist minority
  7. Supremacy of the state and government
  8. Talks peace, practices aggression
- B. Democracy in the United States rests in theory and practice on the ultimate power of the people.
  1. Government based on the "Constitution – Law of the Land"
  2. Division of powers
  3. System of checks and balances
  4. Guaranteed individual rights under self-government
  5. Provision for changes and readjustments
  6. Federal system of government
  7. Government of law rather than of men
  8. Necessity for free, active, educated, and dedicated citizens to maintain democracy
- C. Democracy depends upon the sacrifical service and assumed responsibilities of its citizens.
  1. "We mutually pledge our lives, our fortunes, and our sacred honor."
  2. Necessity for alert and interested citizens
  3. Adult citizens have specific responsibilities
     - a. Voting
     - b. Paying taxes
     - c. Obeying the law
     - d. Working
  4. Opportunity for **practice in citizenship** activities now in our school and community
  5. Preparation now for adult citizenship later
  6. Liberty does not mean license.
     - a. License means doing as we please which may restrict liberty.
     - b. Liberty is freedom under the law.
  7. Democracy may be weakened from within as well as from without – discuss fully.
     - a. Indifference, laziness, apathy, and bickering, as inner enemies
     - b. Crime, ignorance, poverty, and disease as obstacles

Filmstrips:

F–2066 **Milestones on Road to Democracy**
F– 347 **Trial by Jury**

See text.

Read aloud to the class such quotations as "Lenin, Father of the Soviet Union" (Colegrove, p. 201); "Fun With the Young Pioneers" (Colegrove, p. 202); "Discipline Within the Komsomol" (Colegrove, p. 204); "Stalin, Dictator of Soviet Russia" (Colegrove, p. 211); "Khruschev Denounces Stalin" (Colegrove, p. 241).
Give your comment and reactions to these quotations as applied to everyday living.

How do you interpret the so-called "mild" socialism of England and the Scandinavian countries? Give other examples.

(Colegrove, Kenneth, **Democracy versus Communism** D. Van Nostrand)

Read aloud such additional quotations from Colegrove as, "Life in a Slave Labor Camp" (p. 318), and "Judge Medina and Eleven Communists" (p. 411). Give your comments and reactions of these quotations as applied to everyday life.

Read chapter 2, "What Is Democracy?", and chapter 3, "What Is Communism?" of Colegrove: **Democracy versus Communism.** Compare in chart form Democracy with Communism, using these two chapters as source material. (Chart could be developed on the blackboard by one of the students.)

Discuss the importance of a constitution for a club, organization, or government.

Write together in class a short constitution for your class citizenship club. Study and discuss other constitutions, such as that of the student council.

Describe your ideas of what should be included in a "Bill of Duties."

List opportunities that we have in our home, school, church, and community for assuming our responsibilities as citizens.

Discuss your idea of what liberty and freedom are and are not.

Dramatize an original skit showing how undemocratic practices on the part of students may be threats to democracy.

Motion Pictures:

00–1175	**Pledge of Allegiance**	(11 min.)
0– 606	**Our Living Constitution**	(11 min.)
0– 605	**Our Country's Flag**	(10 min.)
00– 190	**Our Living Declaration of Independence**	(11 min.)
0– 474	**Powers of Congress**	(10 min.)
0– 930	**Our Country's Emblem**	(10 min.)

Filmstrips:

F– 343	**Federal system of Checks and Balances**
F–2316	**Capitol: Symbol of Our Nation**

III. We survey our local, state, and national governments in the United States.

A. Five types of local governments
  1. Village
  2. Town
  3. Townships
  4. County
  5. City

B. Services of local governments

C. Governing bodies and offices of local governments

D. Problems of local governments

E. Responsibilities of citizens to their local governments

F. Nature of the state government
  1. Functions and services
  2. Organization
    a. Legislative
    b. Executive
    c. Judicial
  3. Relationship with national government
    a. Specific powers
    b. Concurrent powers
  4. Special powers of the people
    a. Initiative
    b. Referendum
    c. Recall
  5. Problems of state governments
    a. Reorganization
    b. Fixed authority
    c. Need for leadership
  6. Responsibilities of citizen to their state government
  7. Missouri government
    a. Legislative
    b. Executive
    c. Judicial
    d. Missouri Constitution
      (Refer to General Course in Citizenship and to Curriculum Bulletin 121; also to **Missouri Constitution** issued by the Secretary of State, Jefferson City.)

G. Functions and powers of the national government
  1. Relationship of the national to the

See text.

Give examples of the functioning of local governments which touch you as a citizen.

Name officials of your local governments and collect news clippings on happenings of local governments and their officials.

Describe what you as citizens might do to help your local governments. Compile a class list of these items of service.

List in chart form the powers of the state government. Contrast with powers of the Federal government.

Suggest needed reforms and improvements in state governments. Show how the individual voter can initiate these needed reforms.

Discuss the question of whether you think we could get along without state government. Give specific reasons for your point of view.

Discuss the state sales tax law and the state income tax withholding law. Show how these taxes are good in forcing all to be responsible for state services.

Collect clippings on Missouri government from current newspapers.

Give film strips and recording on the Missouri Constitution at the end of your study, as a review.

Compare services of the local, state, and national governments. Show how these governments serve and influence you.

Develop a chart to show various ways of supporting our governments through taxes.

state government
2. Legislative
3. Executive
4. Judicial
5. Responsibilities of citizens to their national government

Relate to state and local courts. Give examples of cases and their jurisdiction of state and national courts.

Show films on government as applicable from General Course in Citizenship

Motion Pictures:

00–385	**Congress**	(20 min.)
00– 67	**Meet Your Federal Government**	(17 min.)
0X–121	**Sound of a Million**	(27 min.)

Filmstrips:

F– 218	**Our Federal Government**
F– 217	**Our Congress**
F–1744	**American Presidency**
F– 350	**State Department Foreign Relations**
F– 744	**Local Government**
F– 745	**Municipal Government**
F0– 55	**Missouri: Teaching State Constitution of Missouri (Record and FS)**
RC– 2	**Teaching State Constitution of Missouri (Same as F0–55 except content is 35 MM slides with sound on tape) (133 slides)**

IV. We study control through political parties and elections.

A. Purpose of political parties

B. Political parties in the United States

C. Organization of political parties

D. Responsibilities of citizens to improve their political life

E. The United States, a representative democracy
1. Elect representatives to do our lawmaking (legislative), law-enforcing and administering (executive), and law-applying and interpreting (judicial) work for us
2. Dependence on selection of good officials
3. Supporting our representatives
4. Training for government service

See text.

Collect news clippings to show day-to-day developments in our political life.

How would you vote today, politically? Why? What is an independent voter?

Why is it important to have two or more parties in a democracy?

Describe our voting record for 1960 and give your reaction to the outcome. Make any suggestions for improvement in our system.

Suggest ways in which citizens can best select and support our government and their officials.

Motion Pictures:

0–325	**Political Parties**	(11 min.)
00–441	**Voting Procedures**	(14 min.)
0X–212	**Where Were You?**	(28 min.)
0–205	**How We Elect Our Representatives**	(11 min.)

Filmstrips:

F–993	**Political Parties**
F–351	**Careers In Government Service**

V. We study control through pressure groups, propaganda, and public opinion.

A. Kinds of pressure groups

B. Propaganda as a means of control
1. Good and bad propaganda
2. Need for people to be critical

C. The place of public opinion
1. Formation
2. Measuring public opinion
3. Need for an enlightened public opinion

See text.

Collect examples of news clippings which show the influence of pressure groups, propaganda, and public opinion. Include any cartoons, pictures, and articles from your text, magazines, or books. Be able to explain how these examples and illustrations show attempts of control.

Motion Pictures

0–340	**Public Opinion**	(11 min.)
0–553	**Propaganda Techniques**	(11 min.)

VOCABULARY

- apathy
- charter
- communism
- concurrent
- constitution
- delegated
- democratic
- dictatorship
- excise
- executive
- fascism
- federal
- heritage
- initiative
- judicial
- legislative
- minority
- news media
- oligarchy
- propaganda
- public opinion
- referendum
- responsibilities

CULMINATING ACTIVITIES

Compare in chart form the powers and services of our local, state, and national governments.

Show in chart form all taxes of our local, state, and national governments.

Make a newspaper scrapbook containing illustrations of developments in government, examples of propaganda, public opinion, and political news. Write comments on most of these illustrations. In some cases, you might underline important points.

Prepare from brief notes in outline form a floor talk on democracy and freedom in the United States in contrast with that under Russian communism.

Prepare from brief notes in outline form a floor talk on the advantages of controls by divergent groups and by the people through their governments and representatives.

Form a committee to give a discussion before your class on the responsibilities of adolescent citizens now.

State in brief outline form **specifically what** protects our democracy and prevents dictatorships.

Defend the statement that people in the United States ultimately determine the kind of government that they will have.

EVALUATION

Determine through observation and 'check-ups' students' attitudes, understanding and appreciation of our governments.

Evaluate through activities and testing students' knowledge of their governments and the democratic processes.

Through teacher observations judge the students' recognition that democratic government in our country, as a servant of the people, depends ultimately upon the participation and responsibility of the people themselves.

Through written work and open-book test exercises, evaluate students' ability to organize and react constructively to the achievements of our democratic governmental units and to the leadership of our officials.

Determine through objective and subjective evaluation students' ability to detect the differences between democracy and communism, and between democracy and dictatorships of any kind.

RESOURCE MATERIALS

Arnold, Banks, Smith (text),	**Building Our Life Together**	Row, Peterson
Arnold, Joseph I.,	**Challenges to American Youth**	Row, Peterson
Bacon, F.L.,	**Atlas of Democracy**	Denoyer-Geppert
Bailey, Stephen Kemp,	**Congress at Work**	Henry Holt
Beard, Annie,	**Our Foreign-Born Citizens**	Crowell
Civic Education Center,	**Liberty and the Law** **They Made a Nation**	Tufts University
Colegrove, Kenneth,	**Democracy versus Communism**	D. Van Nostrand
Cronyn, George W.,	**A Primer on Communism: 200 Questions and Answers**	E.P. Dutton
Hoover, J. Edgar,	**Masters of Deceit**	Henry Holt
Johnson, C.O.,	**American State and Local Government**	Crowell
Kottmeyer, William,	**Our Constitution and What It Means**	Webster
Posey, Rillin B., and Huegli, A.G.,	**Government for Americans**	Row, Peterson

RESOURCE MATERIALS (Continued)

Smith, Eduard Contad,	**Dictionary of American Politics**	Barnes and Noble

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

00–316	**Defining Democracy**	(18 min.)
0–606	**Our Living Constitution**	(11 min.)
0–605	**Our Living Declaration of Independence**	(11 min.)

PROFESSIONAL AIDS

Beard, Charles A.,	**The Presidents in American History**	Messner
Bishop, Donald G., and Starratt, Edith E.,	**The Structure of Local Government**	National Council for the Social Studies
Crocket, Joseph P.,	**The Federal Tax System of the United States**	Putnam and Sons
Farrand, Max,	**Framing of the Constitution of the United States**	Yale University Press
Findley, Bruce Allyn,	**Your Rugged Constitution**	Stanford University Press
Garvey, Hagan and Others,	**Blueprint for Our Democracy**	Science Research Associates
Magruder, Frank A.,	**American Government**	Allyn and Bacon
Merriam, Charles,	**American Party System**	Macmillan
Van Doren, Carl,	**Great Rehearsal**	Viking
Young, Jeremiah, and Others	**Government of the American People**	Heath

CITIZENSHIP – Adopted course (Required) one year

UNIT FIVE: We Learn How Geographic Factors Influence World Progress and World Relations.

Suggested Time – Eleven Weeks

OVERVIEW

We learn in this unit about the geography of the world; the importance of maps, globes, and charts; and the place of natural environments on our daily lives. We give attention to the nature of the universe and the earth, and the effects of climate and weather on man's daily living. Important food resources, essential metals and fuels, and other important resources are studied. The nature of and necessity for the conservation of natural resources is developed.

A survey is made of the world's peoples and places. We take an imaginary trip to the nations of the New World, to the Western World, to North Africa and the Middle East, to Russia and Eastern Europe, to the Far East, to Australia and the Pacific Islands, and to Africa.

In understanding world neighbors and peoples, we examine factors which have caused the world to become even more interdependent each day, factors which tend to hinder and obstruct good international relations and factors that promote international understanding.

Our co-operation in world affairs, in foreign aid, and in the United Nations, in conferences, in treaties, in defense pacts, and in exchanges and travel is developed. The part that individuals can play in furthering good will and international understanding among peoples is described. Such understandings and their applications in good will are necessary for survival of our civilization.

SPECIFIC OBJECTIVES

To help students develop an understanding of world peoples and places

To show students that civilization's survival depends on international good will and real understanding

To help students obtain a broad point of view and a knowledge of geographic factors which affect man's daily living

To develop in pupils an awareness of our participation in the United Nations and in economic and military assistance to other nations

OUTLINE OF CONTENT

I. Geography influences our living on the earth.

- A. A world view of geography
  1. Global approach to study of our world
  2. The nature of geography
     - a. Study of places
     - b. Emphasis on people
     - c. Use of maps, graphs, and visual aids
- B. Importance of geographic environments
  1. Nature of environment
  2. Influence of climate
  3. The importance of natural features
     - a. River valleys
     - b. Plateaus and plains
     - c. Lakes and seacoasts
     - d. Great lakes
     - e. Coastlines
- C. Learning about the earth
  1. Studying about the universe
     - a. Planets and stars
     - b. Work of Ptolemy and Capernicus
     - c. Gravitation
  2. Looking at the earth
     - a. The earth in motion
     - b. Land, water, air
     - c. The tides
     - d. Distance and location
     - e. Time and space
  3. Considering importance of climate and weather
     - a. The United States Weather Bureau
     - b. Winds and currents
     - c. Humidity

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Discuss the relationship of knowledge of people to an understanding of them.

Give a report on the nature and importance of geography as a world study of peoples and places.

Filmstrips:

F–399 – F–402 **Exploring Through Maps Series**

Using a pointer, show on a world map the different geographic environments, climatic areas, and natural features.

Show on a world map places which you feel would be favorable geographic areas in which you might like to live.

Filmstrips:

F–188 – F–193 **Regional Geography: The United States**

Have a committee prepare and demonstrate a report on "Learning about the Earth." Use supplementary resource materials, a globe, a map, and visuals.

Dramatize a possible broadcast of a weather report on TV and tell how you think different

II. Earth's resources are essential to man's survival.
   - A. We study the place of food resources.
     - 1. Cereals and soybeans
       - a. Wheat
       - b. Corn
       - c. Rice
       - d. Minor cereals
     - 2. Use of farm machinery
   - B. We see the importance of cattle, hogs, and sheep.
   - C. Poultry, sea foods, and vegetables are necessary to our daily living.
   - D. Sugar, beverage, crops, and spices are important.
   - E. There are essential metals and fuels.
     - 1. Iron and steel
     - 2. Copper, tin, zinc, and lead
     - 3. Aluminum, nickel, and other metals
     - 4. Coal, oil, and gas
   - F. There are many important resources.
     - 1. Building materials
     - 2. Salt and other minerals
     - 3. Timber materials
     - 4. Leathers and fibers
     - 5. Water power
   - G. Conservation of natural resources is essential.
     - 1. Our part in conservation
     - 2. Soil conservation
     - 3. Reclaiming the land
     - 4. Conserving our raw materials
     - 5. Wildlife and human resources

III. We learn about world peoples and their problems.
   - A. The world's peoples
     - 1. Increase rapidly
     - 2. Distribution uneven
       - a. Geographical
       - b. By sex
       - c. By religion
       - d. Density
     - 3. Immigration and migration
       - a. Reason
       - b. Restrictions
       - c. Governmental controls
     - 4. Racial groups
       - a. Classification
       - b. Distribution
       - c. Contributions
     - 5. Nations
       - a. Nationalism
       - b. New nations
     - 6. Languages
       - a. Numbers and kinds
       - b. Problems
       - c. Possible world languages
   - B. The North American Continent
     - 1. Land features
     - 2. The people
     - 3. Resources
     - 4. World leadership
     - 5. U. S. interest in Canada
       - a. People
       - b. Geographic influences

people or groups might react to it.

See text.

Prepare and give short reports on the earth's resources and their importance to everyday living.

Using current news publications and pamphlet material, prepare and give reports on natural resources in Missouri.

Filmstrips:

F–2098 – F–2094 **Missouri: Its Geography and Resources Series**

Using a resource map of the United States and the world, point out locations of our important resources.

Make a poster showing a map of the United States with its: (a) resources, (b) natural features, and (c) transportation system.

Give a talk on the need for conservation. If possible, have a resource speaker from the Missouri Conservation Commission; use a film on Missouri

Refer to **Guide to Audio-Visual Instructional Materials** and supplementary film lists issued by the Department of Visual Education of the Kansas City, Missouri, Public Schools.

Filmstrips:

Refer to the **General Course in Citizenship** for filmstrip series on the United States. (pp. 2–4)

See text.

Use outline maps of the world to show distribution of population by continents, races, density, and religions.

Have each member of the class do a short research study on one country. These suggestions may provide a guide for the study of a country — Size and population, location, geographic features, people, religion, language, cities, government, economic conditions, food, cultural achievements, education, and political background. At the conclusion of the research study have several panel groups discuss the representative countries.

Encourage the students to bring authentic materials and products representative of the countries which the class is studying. The display of products should stimulate the desire to do additional reading for the various countries.

Make circle graphs, bar graphs, and line graphs to show the number of people belonging to each of the racial groups (Negroid, Caucasoid, Mongoloid, Indian and Malayan).

Use tracing paper and construction paper to construct maps of different countries. Prepare an

    - c. Resources
    - d. Role in world affairs
  - 6. Greenland and Iceland
    - a. Climate
    - b. Resources
    - c. Strategic location for defense
- C. Countries of the Arab world
  - 1. Location
  - 2. Land and people
  - 3. Resources
  - 4. Religion
  - 5. Politics and problems
    - a. Nationalism
    - b. Affiliation with defense organizations
  - 6. North Africa
    - a. Morocco
    - b. Algeria
    - c. Tunisia
    - d. Libya
    - e. Egypt
  - 7. Middle East
    - a. Syria
    - b. Jordan
    - c. Lebanon
    - d. Iraq
    - e. Saudi Arabia
    - f. Yemen
    - g. Kuwait
  - 8. Turkey
  - 9. Iran
  - 10. Israel
- C. Soviet Union and Soviet control of eastern European countries
  - 1. Russian history
  - 2. Location
  - 3. Land formations
  - 4. Climatic conditions
  - 5. Major cities
  - 6. Government
    - a. Political organizations
    - b. Propaganda techniques
    - c. Control of education
    - d. Restriction upon the people
    - e. Relations with the United States
  - 7. Soviet strengths
  - 8. Soviet weaknesses
  - 9. Eastern Europe under Soviet control
    - a. Poland
    - b. Romania
    - c. Czechoslovakia
    - d. Hungary
    - e. Bulgaria
    - f. Baltic States
    - g. East Germany
- D. Africa
  - 1. The Continent
    - a. Location
    - b. Population
    - c. Transportation
    - d. Resource
    - e. United States interest in Africa
  - 2. Independent countries
    - a. Liberia
    - b. Ghana
    - c. Ethiopia
    - d. Union of South Africa
    - e. Cameroun
    - f. Sudan

attractive display of the map.

Select several major cities of the world. Estimate the distance of one city to another: by land, by air, and by sea.

List the major religions representative of the United States, the Moslem lands, and the nations of Africa. Discuss the contributions each religion has made to world betterment.

Study carefully the food crops of each of the countries listed in this unit. Prepare a daily menu for a person living in the Congo; in Moscow, U.S.S.R; Kansas City, Missouri; Union of South Africa; and Syria. Determine the reasons for the wide variety of foods eaten.

Prepare and enact an original dramatization on the customs of peoples of other lands. Invite another class to listen to the dramatization.

Collect news articles relating to Russian-United States exchange of political views.

Study the TV programs for a month. Refer to program listings in newspapers and in most of the school magazines. Determine the programs which will present material on the people, culture, government, and other geographical information about the countries which will be studied in this unit. Share the interesting features of the program the day following the TV presentation.

Invite some member of the faculty who has traveled in foreign countries or has been in military service abroad, to talk to the class about the country with which he is familiar. Encourage a question and answer period.

Refer to the general course for a listing of filmstrips. The following series are helpful:

Living in Soviet Union Today Series

Union of Soviet Socialist Republics: A Regional Study

United Nations Series History of the World Series

Israel: Land and People

* Refer to the general course for a listing of motion pictures.

      - g. Guinea
      - h. Nigeria
   - 3. Areas controlled by European countries
      - 1. British colonies
      - 2. French colonial Africa
      - 3. Portuguese possessions
      - 4. Spanish Africa
      - 5. Italian trust territory

IV. All nations and people live in an interdependent world.

- A. Co-operation among nations is needed.
   - 1. To remove barriers to trade
   - 2. To help one another develop natural resources
   - 3. To conquer diseases
   - 4. To ease the threats of disastrous conflicts
   - 5. To promote stable world markets
   - 6. To accept different points of views about economic and political matters
- B. Modern warfare is costly.
   - 1. Financial burden
   - 2. Loss of lives among civilians and military personnel
   - 3. Disease
   - 4. Disabled war victims
   - 5. Retards culture
   - 6. Respect for law and order deteriorates
- C. Mankind desires world order.
   - 1. Developed taboos, customs and laws
   - 2. Established international law
   - 3. Established League of Nations following World War I
   - 4. Organized the United Nations following World War II
   - 5. Formed various defense treaties
- D. Efforts are made to promote world neighborliness.
   - 1. Peace Corps
   - 2. People-to-People program
   - 3. International Geophysical year
   - 4. Diplomatic branch of the Foreign Service
   - 5. Foreign aid programs
   - 6. Thinking habits and attitudes of all people relating to world co-operation gradually being improved
   - 7. More extensive study of foreign languages and cultures in our schools

VOCABULARY

aborigines
agrarian
air pressure
alliance
alloy
anthracite
anthropology
apartheid
archipelago
arid
atomic energy
autonomous
barometer
barrier
bituminous
cartographer
mandate
maritime
marine climate
monotheistic
monsoons
mercator's projection
moslem
mutual defense
nationalism
nomad
orbit
planet
plateau
polders
polytheistic
protectorate

See text.

Contact a leader in one of the area "People to People" groups. Study the activities the organization promotes for better world understanding.

Consult current newspapers and magazines. Report on the activities and services carried out by members of the Peace Corps.

Prepare a bulletin-board display showing the organization and work of the United Nations.

Collect newspaper articles relating to the various defense organizations. Evaluate the purposes of these organizations.

Have each student prepare a flag and map of one of the countries that belongs to the United Nations organization. Display the material in the room (flag display).

Make a poster or chart comparing the provisions in the Bill of Rights to those of the Declaration of Human Rights.

Compare the content of the "Preamble to the Constitution of the United States" to the "Preamble of the Charter of the United Nations." Display each preamble on the bulletin-board.

Establish one week as "Courtesy Week." Have each student itemize the various activities and services he engages in which would promote friendliness toward others. At the end of the week seek students reaction to their activities. Do they feel that international cooperation is an extension of the qualities of the thinking and action that they see at work every day in school and neighborhood?

Motion Pictures:

00–731	**The Charter (United Nations)**
00–755	**Workshop for Peace**
00–83	**People's Charter**
0–446	**We, the Peoples**

Filmstrips:

F–640	**Atomic Energy and United Nations**
F–641	**A Sacred Trust**
F–642	**Structure for Peace**
F–643	**To Combine Our Efforts – United Nations Permanent Headquarters**
F–644	**Universal Declaration of Human Rights**

caste
charter
climate
commonwealth
continental migration
continents
current
dialects
doctrine
dominion
erosion
federation
geographic
great circle routes
ideology
interdependence
isolation
latitude
longitude

republic
satellite
savannas
Scandinavian

sea lane
S.E.A.T.O.
sultan
terrain
topography
trusteeship
tundra
typhoon
Vatican
weather

CULMINATING ACTIVITIES

Refer to the Kansas City, Missouri, Public Schools **Audio-Visual Instructional Materials** catalog and film lists for additional motion pictures, transcriptions, and filmstrips; and prepare a committee presentation and discussion on geographic facts and or the use of maps, charts, and globes. (Use visuals.)

Fill in on an outline map of the United States its major natural features, its natural resources, and its capital cities.

Fill in on an outline map of the world major natural features, natural resources, and capital cities of the principal countries.

Make a poster illustrating the contributions of cultural groups. Include an original drawing showing a map and distinctive features of the cultures.

Make a poster illustrating the interdependence of nations. You might include a world map, resources and products, and cultural exchanges.

Plan a summer trip which takes you to the major places of interest in the United States. Use road maps and give the estimated mileage and time required. Report on the high points of your trip to the class.

Plan a summer trip around the world. Secure material from airlines. Prepare a scrapbook with an account of your trip, your visits, and pictures of points of greatest interest.

Mark a world map with connecting lines to indicate defense alliances of the United States with other countries.

Defend the work and value of the United Nations organization.

Have a committee report on the things that its members and all adolescent youth can do to promote good will and tolerance among peoples of the world.

Plan a geographic game, such as a "spell down" on geographic terms and vocabulary.

Plan a geographic game in which students must go to the map to locate countries, cities, natural features, and other geographic facts.

EVALUATION

Through check-up tests evaluate pupils' knowledge of geographic facts and developments in the United States.

Observe pupils' skills in map reading, the use of the globe, and the interpretation of graphs and charts.

Determine through testing (short written answers) students' understandings and attitudes as related to other peoples and places.

Evaluate through activities students' appreciation of our positive achievements in co-operation, in world trade, in treaties, in cultural exchanges, and in military and economic assistance.

RESOURCE MATERIALS

Arnold, Banks, Smith, (text)	**Building Our Life Together**	Rau, Peterson
Rath, Hobbs, Stellman, (text)	**Living In Today's World**	Laidlaw
	Geography For Today	Merrill
	Maps and Facts For World Understanding	Merrill
	Student's Atlas	

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

0X–195	**Russia**	
00–589	**Russian Life Today: Inside Soviet Union**	
0–446	**We, the Peoples**	(10 min.)
00–3	**Geography of the United States: An Introduction**	
0X–193	**Middle East**	
00–609	**Story of St. Lawrence Seaway**	
0–960	**Mediterranean Africa**	(12 min.)
00–396	**Middle East**	(14 min.)
0X–101	**Missouri and Its Natural Resources**	(35 min.)
00–433	**Missouri Land of Destiny**	(20 min.)

PROFESSIONAL AIDS

	American Citizens Handbook	National Education Ass'n
Anderson, Howard R., (Editor)	**Approach to an Understanding of World Affairs**	Twenty-fifth Yearbook 1954
Jones, Preston E., (Editor)	**New Viewpoints in Geography**	Twenty-ninth Yearbook 1959
Sterling, Dorothy	**United Nations, New York**	Doubleday
Thompson, Elizabeth M.,	**Other Lands, Other Peoples**	National Education Ass'n
	World Almanac	New York Sun and World Tribune
	World Atlas	Rand McNally

GRADE TEN — WORLD HISTORY

(ELECTIVE — ONE YEAR)

GENERAL AND ADAPTED COURSES
UNITS OF STUDY

World History – General course – (Elective) – one year

Unit One – BEFORE WE START OUR STUDY OF WORLD HISTORY

Suggested Time – One Week

OVERVIEW

History is the story of man's past; the record of what man acting as an individual or as a member of a group has thought, said, or done. By its study, we can better understand problems in the world today, making comparisons to similar problems in the past

In order to understand better these problems, the student must learn to use certain techniques:

1. He must learn how to use his textbook to the maximum advantage.
2. He must enrich his knowledge of history by learning to interpret maps, charts, and globes.
3. He must make wide use of the library and community resources.
4. He should increase his knowledge by visiting museums and places of historical importance.
5. He should learn to recognize the importance of current historical research, making use of primary and secondary source materials.
6. He should read widely and learn to evaluate critically what he has read as he relates it to the world here and now.

The teacher should use this preliminary period to encourage the student to use study skills already learned and to develop new skills.

SPECIFIC OBJECTIVES

To develop an understanding of what history is and why we study it

To emphasize necessary study skills and techniques which will lead to the efficient study of history

To provide the student with learning activities which will develop skill in the use of maps, charts, and globes

OUTLINE OF CONTENT

I. The study of history contributes to knowledge and attitudes necessary for good citizenship.

- A. Knowledge (scope of course)
    1. How we study history
    2. Western civilization from ancient times to Renaissance
    3. The emergence of national states and democratic states
    4. The Industrial Revolution
    5. The meeting of East and West
    6. Totalitarianism
    7. War and peace
- B. Attitudes
    1. Concerning different peoples and civilizations
    2. Respecting individuals regardless of differences
    3. Regarding interest in world issues
    4. Concerning the value system and development of democracy

II. Geography controls and helps to explain historical development.

- A. River valleys as earliest centers of civilization
- B. Mountains, deserts, large bodies of water as obstacles
- C. The role of rivers and small bodies of water in historical development
- D. The advantages of favorable climate
- E. The ability of man to modify some unfavorable geographic factors

LEARNING EXPERIENCES AND ACTIVITIES

See text.

After glancing through your world history textbook, list some of the main topics you will study.

Discuss the quotation, "He who is ignorant of the past repeats the mistakes of the past."

Demonstrate in an open book presentation how you would use the table of contents and the index of your textbook.

Show how you would analyze paragraphs to obtain information from the printed page in the most efficient manner.

Discuss the importance of review, outlining, and comprehension as aids to learning.

Select newspaper and magazine articles which illustrate historical research or developments.

III. Basic concepts and terms help us to understand history.

- A. Terms
  - 1. History; prehistory
  - 2. Ancient
  - 3. Medieval
  - 4. Modern
  - 5. Sources: primary, secondary
  - 6. Terms of chronology
- B. Concepts of history
  - 1. Continuity of history
  - 2. Cause and effect
  - 3. Chronological order

IV. Certain skills are necessary for a student's success in world history.

- A. Understanding the textbook – usable parts
  - 1. The index
  - 2. The table of contents
  - 3. Marginal headings
  - 4. Topic sentences
  - 5. Illustrations
  - 6. Teaching aids
  - 7. Forming a question that covers a paragraph
  - 8. Checking the answer
- B. Keeping a notebook
- C. Answering homework questions
- D. Making outlines (See **English Style Sheet.**)
- E. Reviewing in various ways
- F. Doing special reports
- G. Using the library
- H. Taking part in the class discussion
- I. Preparing for tests
- J. Reading and interpreting newspapers and magazines
- K. Following TV and radio programs
- L. Reading and interpreting maps
- M. Interpreting charts, graphs, and simple statistics
- N. Interpreting the printed page
- O. Making trips to museum and other places of historical importance
- P. Watching visual aids (what to look for)

Prepare special reports on some event, personality, or incident of interest and historical importance.

CULMINATING ACTIVITIES

Using classroom quantities of a newspaper, have students demonstrate, by means of a questionnaire, techniques of reading, interpreting cartoons, charts, or maps.

Appoint committees for brief reports on places of historical importance in the Kansas City area.

Assign committees the task of making bibliographies on general topics.

Issue to students a mimeographed work-sheet, on which, after supervised library work, they are to record birth or death dates, source of a quotation, causes or effects of definite historical events, etc.

Prepare a list of those materials, documents, or devices that might survive, sources by which our world history might be evaluated by future historians or archeologists, say 2400 A.D.

EVALUATIONS

Do students show by their work that they understand and are trying to attain the desirable work-study skills?

Is the student ready to continue his study of world history?

Does the student recognize the value of studying world history?

RESOURCE MATERIALS

Boak, et al (text),	**History of Our World**	Houghton Mifflin

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00– 5 **World History: An Overview**
0–1172 **Medieval World**

PROFESSIONAL AIDS

Anderson, H.R. and Lindquist, E.F.,	**Selected Test Items in World History,** Bulletin 9	NCSS
Carpenter, Helen,	**Skills in The Social Studies**	24th Yearbook, NCSS
	How To Do It Series Nos. 1–20	NCSS
Langer, Wm. L.,	**Encyclopedia of World History**	Houghton Mifflin
West, E.,	**Improving The Teaching of World History**	20th Yearbook, NCSS
	World Book List for High Schools Bulletin 31,	NCSS

WORLD HISTORY – General course (Elective) – one year

UNIT TWO: Our World Has a Social Foundation from the Distant Past.

Suggested Time – Six Weeks

OVERVIEW

In the study of this unit the student should recognize that people in the United States follow a way of life that is founded upon the achievements of **all peoples** since the beginning of time; that our practice of democracy goes back to the ancient Greeks; that our belief in a single, all-powerful God stems from the Hebrews; that our scientific knowledge is based in large part on the work of early scientists; and that many of our basic ideas of government were first expressed by European writers and philosophers. Thus, a study of **early civilization** helps the student understand more vividly the development of our own way of life.

We in the United States are all immigrants or the descendants of immigrants, who brought the old world civilization to America. Many of their ideas, customs, and traditions have become a part of our way of life. Our language, our civil liberties, our laws, our music and art all have their roots elsewhere. Therefore, if the student understands the heritage of other countries, he can better appreciate our American heritage.

SPECIFIC OBJECTIVES

To help students acquire a knowledge of the contributions to civilization made by peoples during the prehistoric and ancient periods

To develop student understanding of how geography influences the culture, livelihood, and security of a people

To give students an appreciation of the common elements in diverse religions and the influence of religion on daily life

OUTLINE OF CONTENT

I. Prehistoric man organizes a tribal group.
  - A. Source of information
    1. Trained specialists
    2. Natural forces
    3. Remains and fossil finds
    4. Primitive peoples
  - B. Contributions to culture
    1. Stone to bronze tools
    2. Tribal to village life
    3. Spoken to written communication
    4. Hunting to agriculture
    5. Use of animals and wheels
    6. Appeasement to religion

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Make a report on "Primitive Man in the 20th Century."

Invite a student of archeology to speak on the occupation of archeology and on some nearby sites of archeological exploration.

Secure the latest books and magazines on recent archeological findings and report to class.

Make a chart showing the geologic ages in the formation of the earth.

Motion Pictures:

00– 394	**Man and His Culture**	(15 min.)
0– 933	**Prehistoric Times**	(11 min.)
00– 104	**Primitive Man in Our World**	(15 min.)
0–1181	**Story of Prehistoric Man**	(12 min.)
00– 730	**Cave Dwellers of Old Stone Age**	(18 min.)

VOCABULARY

A.D.
anthropologist
archeologist
B.C.
glacier
moraine
primitive

II. Egypt and the Fertile Crescent lay the groundwork of social life.
  - A. Geographic influences
    1. River valleys
       - a. Fertile land
       - b. Means of transportation
       - c. Community concern
    2. Mountains and deserts as protection
    3. Climate
    4. Use of native materials (stone, clay)
  - B. Cultural contributions
    1. Egypt
       - a. Rule of Pharaoh
       - b. Generally polytheistic

See text.

Using a world outline map, locate oceans, hemispheres, areas where early man was found and areas of major civilizations.

Make a report on Hammurabi's laws. Compare them to present laws.

Prepare a chart showing contributions of Egypt and Mesopotamia to world culture.

Make a comparative chart on the lives of slaves, peasants, craftsmen, merchants, scribes, nobles, priests, and pharoahs in Egypt.

    c. Hieroglyphics
    d. Art
    e. Science
  2. Mesopotamia
    a. King-priests
    b. Hammurabi's laws
    c. Cuneiform
  3. Phoenicia's trade and spread of civilization
  4. Israel's code of conduct
  5. Hittite use of iron and horses
  6. Persian's governmental organization
  7. Crete's unsolved civilization

VOCABULARY

astrology
Bisitun
bireme
Champollion
dynasty
Hatshepsut
Ikhnaton
medium of exchange
mummy
obelisk
province
tribute
ziggurat

Report on such leaders as Cyrus, Darius, Zoroaster, and Moses.

Report on the **Bible** as "The world's greatest work of literature."

Visit the William Rockhill Nelson Art Gallery to see the Ancient Middle Eastern Collection.

Dramatize (use role-playing approach) the life of "Mr. and Mrs. Egyptian."
- Diagram an Egyptian noble's home.
- Make maps showing routes of Egyptian commerce and sources of products that Egypt received in trade.

Motion Pictures:

0– 16	**Ancient World Inheritance**	(11 min.)
0–717	**Ancient Egypt**	(11 min.)

III. The classic civilizations achieve a pinnacle in ancient civilization.

  A. Greece
    1. Geography
      a. Mountains and city-states
      b. Peninsular common ties
    2. Cultural contributions
      a. The Parthenon and architecture
      b. Socrates and philosophy
      c. Homer and literature
      d. Archimedes and science
      e. Hippocrates and medicine
    3. Political and economic contributions
      a. The belief in democracy
      b. Political and military service

VOCABULARY

consul
dictator
patrician
plebeian
republic
tribune

See text.

Make a special report. Suggested topics: Plato, Hippocrates, Archimedes, the Olympic games.

Debate: Resolved: That Rome contributed more than Greece to our civilization.

Compare the methods of Roman emperors to methods of present Russian Rulers in covering absolute rule with democratic forms.

Compare present-day life in the United States to life in Greece and/or Rome.

Account for the downfall of Rome. Are there any lessons to be drawn from this downfall for us today?

On a European map outline the area of the Roman Empire. Give the modern names of the countries included.

Nominate members for a classroom Hall of Fame for Greece and Rome.

Motion Pictures:

0–650	**Ancient Greece**	(11 min.)
0–651	**Ancient Rome**	(11 min.)
00–574	**Life in Ancient Greece: Home and Education**	(14 min.)
0–792	**Rome: The City Eternal**	(11 min.)
00–750	**Roman Life in Ancient Pompeii**	(20 min.)

IV. Religion and philosophy play a dominant part in social life.

  A. Judaism
    1. Monotheistic
    2. High standard of conduct
    3. Customs and traditions
      a. Dietary laws
      b. Calendar
      c. Religious days
  B. Christian
    1. Persecution under Romans
    2. Catholic-Orthodox differences
    3. Customs and traditions

See text.

Read and write a brief report on one major religion.

Appoint committees and give skits, illustrating likenesses and differences in the major religions.

Make a chart of the religions. List founder, locations, major teachings, areas converted.

Report on some religious denomination – its leaders, its beliefs, and its position.

        a. Sacraments
        b. Religious days

C. Islam
    1. The prophet Mohammed
    2. Comparison to Judaism and Christianity
    3. Five required practices
    4. Forcible spread of the faith

D. Chinese religions
    1. Confucianism
        a. Rules of relationship
        b. Effect on government
    2. Taoism
        a. Importance of nature on life
        b. Buddhist influence

E. Indian religions
    1. Hinduism
        a. Trimurti
        b. Reincarnation
    2. Buddhism
        a. A reformation of Hinduism
        b. Spread of belief to East

F. Lesser religions
    1. Japanese Shinto
    2. Animism
    3. Non-religious groups

Have a resource speaker give a talk to the class on the importance of religion.

Locate on a world map the area where the eight major religions began. Color the areas of the world to show dominant belief in each area.

Visit the Oriental exhibit at the art gallery.

Motion Pictures:

0–600	**Jerusalem, The Holy City**	(10 min.)
0–745	**Mohammedan World: Beginning and Growth**	(11 min.)
00–396	**The Middle East**	(14 min.)
0X–193	**Middle East**	(28 min.)

VOCABULARY

bishop
caliph
caste
icon
Koran
mosque
nirvana
patriarch
Vedas

CULMINATING ACTIVITIES

Construct a time line covering the period 3000 B.C. – 500 A.D. Locate the approximate period each civilization flourished and the approximate life span of each religious leader.

Make some representation sketches, models, etc. of an ancient civilization. These may be shown to the class for identification and discussion.

Prepare a bulletin board display of items relating to the areas under study or to archeological developments.

Develop a travel folder on one of the areas studied. Format and emphasis may be determined by the individual student.

Compare: "The American's Creed," "The Athenian Oath," and "The Pledge of Allegiance to the Flag of the United States" with the "Preamble" to the Charter of the United Nations.

EVALUATION

Each student selects from a box a term or name which he is to explain. If he misses, members of the class may volunteer answers. Have class evaluation of the explanations.

By discussion in class or as a written lesson, students may consider one of the following:

a. In what ways have ancient civilizations contributed to our way of life?
   How would the contributions of the United States to future groups compare?

b. What are the basic aims of all religions? In what ways do they vary?

By observation the teacher should consider the following:

a. Do students show an understanding and appreciation of more primitive people?

b. Do students demonstrate a respect and appreciation for the beliefs of others?

RESOURCE MATERIALS

Basham,	**The Wonder That Was India**	Evergreen.
Boak, et al (text)	**The History of Our World**	Houghton Mifflin
Bouquet, A.C.,	**Everyday Life in New Testament Times**	Scribner
Browne, Lewis,	**This Believing World**	MacMillan

RESOURCE MATERIALS (Continued)

Burtt, E. A.	**Teachings of the Compassionate Buddha**	Mentor.
Chiera, Edward,	**They Wrote on Clay**	Chicago
Creel,	**Chinese Thought From Confucuis to Mao Tse-Tung,**	New Am. L.
Fitch, Florence,	**One God: The Search For God – The Way We Worship Him**	Lothrop, Lee and Shepard
Foster, G.S.,	**Augustus Caesar's World**	Scribner
Gaer, Joseph,	**How The Great Religions Began**	McBride Company
Gaer, Joseph,	**How The Great Religions Began**	New Am. L.
Gardner, Helen,	**Art Through The Ages**	Harcourt
Hamilton, Edith,	**The Greek Way to Western Civilization** **The Roman Way to Western Civilization**	New Am. L.
Herald, Ferdinand,	**The Life of Buddha**	Tuttle
Huntington, Ellsworth,	**Mainsprings of Civilization**	New Am. L.
Isherwood,	**C and Probhavananda, S–The Song of God: Bhagavad – Gita**	Mentor
Kawasaki, Ichvio,	**The Japanese Are Like That**	Tuttle
Mills, Dorothy,	**Book of The Ancient Greeks**	Putnam
	Book of The Ancient Romans	Putnam
	Book of The Ancient World	Putnam
National Geographic	**Everyday life in Ancient Times**	National Geo. Soc.
	World's Great Religions	Life Magazine
Pichthall, M. M.,	**Meaning of the Glorious Karan**	New Am. L.
Plutarch,	**Life Stories of Men Who Shaped History** (Abridged)	New Am. L.
Rosten, Leo,	**Religions of America**	Simon and Schuster
Schuster, M. L.,	**Treasury of the World's Great Letters**	Simon and Schuster
Smith, Houston,	**The Religions of Man**	New Am. L.

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–653	**New Lives for Old**	(20 min.)
00– 55	**Julius Caesar**	(20 min.)
0X–106	**Triumph of Alexander the Great**	(27 min.)
00–359	**Major Religions of the World**	(20 min.)

PROFESSIONAL AIDS

Breasted, J.,	**History of Egypt**	Scribner
Burrows, Miller,	**The Dead Sea Scrolls**	Viking Press
Frankfort, H.,	**Birth of Civilization in the Near East**	Doubleday
Kramer, S.N.,	**History Begins at Sumer**	Anchor
Langer, William L.,	**An Encyclopedia of World History**	Houghton
Leaf, Munro,	**History Can Be Fun**	Lippincott
Mattingly, H.,	**Roman Imperial Civilization**	Doubleday

WORLD HISTORY – **General Course (Elective) one year**

UNIT THREE: Our World Develops Ideals of Religious, Cultural, and National Freedoms.

Suggested Time – Eleven Weeks

OVERVIEW

The story of the struggle against despotism toward freedom and democracy gives evidence of our many blessings today. The United States was established after the nationalistic ideal was generally accepted. Among our basic national beliefs is a belief in freedom of cultural and religious practices. This freedom we are prone to consider as natural rather than attained at great cost. A study of the long efforts to win fundamental rights will add to the student's appreciation and understanding of freedom.

The successful revolution is an evolutionary process, during which the people learn to assume and carry out their responsibilities. The French and Latin American revolutions were only partial successes because of limiting factors (such as experience, distance, communication) which influence revolutionary success today.

The emergence of the Dark Ages into the ages of Renaissance and industrialization changed the lives of people throughout the world.

SPECIFIC OBJECTIVES

To help the student know the causes for reform and recognize their influence in the world today

To inculcate in the student an appreciation of the struggles of others for liberty and the reasons for their success or failure

To increase the student's awareness of the factors which may contribute to a national feeling and of the problems which may result

OUTLINE OF CONTENT

I. The feudal society is the source from which our ideals grow.

A. Land based economy
  1. The landholder, a judge and protector
  2. The landworker, a producer and servant
  3. The educational system, knighthood
  4. Causes for its rise
    a. Internal insecurity
    b. The Norse threat

B. The Church in life and art
  1. The churchman, as a public servant
  2. The churchman, as a ruler
  3. The church, as a means of advancement

VOCABULARY

bishop
Charlemagne
excommunication
fief
friar
interdict
St. Benedict
St. Francis
serf
vassal
villein

II. The Renaissance results from freeing men's minds from medieval restrictions.

A. Factors causing the Renaissance
  1. The rise of towns and guilds
    a. Increased self-government
    b. Common unsolved problems
    c. The educational system apprenticeship
  2. Crusades as a cultural exchange
    a. Contact with Moslem culture
    b. Classical revival
    c. Geographical learning

B. Areas affected
  1. Medieval town life
    a. Development of Gothic architecture
    b. The rise of medieval universities

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Read and prepare a script illustrating some feature of medieval life, as "A Day In the Life of a Friar" or "The Training of a Medieval Noble."

Assign a committee to study and report on three-field farming. Point out its relation to present day crop rotation.

Make a chart showing the economic, social, and political characteristics of feudalism.

List the major achievements of Justinian, Mohammed, and Ivan II. Who do you think made the greatest contributions?

Compare medieval towns with modern towns, medieval schools with modern schools, medieval serf with modern farmer.

How did England, France, Spain, and the Holy Roman Empire stand at the close of the Middle Ages on unification, power of the king, and limitation on the power of the king? This could be shown in chart form.

Motion Pictures:

0–602	**Meaning of Feudalism**	(10 min.)
0X–239	**Medieval Knight**	(22 min.)
0X–240	**Medieval Manor**	(21 min.)

See text.

Select a participant in the Renaissance movement and report on his life and work. Give examples by use of pictures, models or recordings of his work.

Select three students to play the roles of a lord, a serf, and a woman. Let the students in the roles of reporters interview for expressions of hopes and aims before and after the Crusades.

Report on Gothic architecture. Use pictures of

2. Literature
    a. Use of the vernacular
    b. Movable type printing
    c. Criticisms of medieval life
3. Science
    1. Bacon's experimentation
    2. Copernicus' universe
    3. Galileo's mechanics
4. Art
    1. Trend toward naturalness
    2. Everyday life, a subject
    3. Development of perspective
    4. The all-around artist
5. Music
    1. Palestrina's Masses
    2. Troubadours and minstrels

VOCABULARY

buttress
charter
gargoyle
hanse
humanist
scholasticism

III. The Reformation demands freer religious thought.

A. Factors causing the Reformation
    1. The rise of strong kings
    2. Legal limits on king's power
    3. Development of national feeling
    4. Corruption of the church

B. Leaders
    1. Martin Luther
        a. Attempts at reform from within
        b. Emphasis on freedom of soul
    2. John Calvin
        a. Presbyterianism
        b. Austerity
    3. Henry VIII
        a. Struggle for power
        b. Translated Catholicism
C. Counter-reformation
    1. Council of Trent
    2. Ignatius Loyola
D. Far from freedom of religion

VOCABULARY

heresy
inquisition
penance
presbyter
protestant

IV. Development of national feeling is reflected in cultural and religious movements.

A. Countries developing national states
    1. Netherlands
    2. Sweden
    3. France
    4. Austria
    5. Prussia
    6. Russia

local churches to illustrate features. Compare with current trends in architecture.

Read and report on stories dating from this period: "Patient Griselda," "Chanticleer." Rehearse and read to the class such ballads as "Sir Patrick Spence."

Explain and illustrate the use of the academic hood and the meaning of the colors.

List common names today which refer to common occupations of the medieval period.

Color a map of Europe to show:
a. Area where Renaissance began
b. Regions from which ideas originally came
c. Areas influenced by Renaissance
d. Area not affected by Renaissance.

Motion Pictures:

0X–238	**Medieval Guilds**	(21 min.)
0X–111	**Renaissance**	(10 min.)
0–676	**Renaissance**	(10 min.)
0–1172	**Medieval World**	(12 min.)

See text.

Read the selection from the Magna Carta. Select from our constitution the related portions.

List the reforms of Henry II. Which provisions now appear in our constitution?

From the World Almanac find the membership numbers of leading Christian churches. Make comparisons.

Report on a Protestant church, its foundation, basic beliefs, and development.

Explain the significance of Reformation Sunday and give its date.

Compare the ideas of James I and John Locke on the role of the king in government; refer to primary sources.

Show how each of the following events or persons affects the position of the Spanish Hapsburgs, the Austrian Hapsburgs, and the Hohenzollerns: William of Orange; Spanish Armada; Thirty Years' War; and Louis XIV and his persecution of Protestants; Frederick William, the Great Elector; War of the Austrian Succession; Seven Years' War, Domestic Policy of Frederick II.

Motion Pictures:

00–435	**Reformation**	(14 min.)
00–743	**Napoleonic Era**	
00–627	**Magna Carta–Rise of Monarchy**	(20 min.)
00–628	**Magna Carta–Revolt of Nobles and Signing of the Charter**	(20 min.)

See text.

Select a committee to show the partitions of Poland and to discuss reasons for each partition.

Draw on a world map the lands transferred from one country to another during this period.

Give a skit showing the exalted position of a ruler, such as Louis XIV.

B. Fields in which nationalism appears
   1. International balance of power
   2. Religion
      a. Dutch revolt
      b. Thirty Years' War
      c. Edict of Nantes
   3. Versailles, as a cultural center
   4. Wars of Ambition
      a. Louis XIV's Wars
      b. Anglo-French Wars
   5. Peter the Great's westernization

C. Results
   1. Germany weak and divided
   2. Division of Poland
   3. Decline of Ottoman Turks
   4. Rise of manufacturing
   5. Distinct social classes
   6. England dominant in New World
   7. Russia's interest in Siberia

VOCABULARY

Czar
domestic system
gabelle
Huguenot
kremlin
nawab
Nevski
taille

V. Ideals of freedom spark an era of revolution.

A. England's rule of evolution
   1. The quarrel between Parliament and the Stuarts
   2. The Commonwealth
   3. Locke's theory of government
   4. The Glorious Revolution

B. Continental Europe
   1. Enlightened despots
   2. Swiss canton government
   3. Dutch freedom of expression
   4. Writers
      a. Voltaire
      b. Montesquieu

C. American Revolution
   1. Attempts to tighten British control
   2. The winning of independence
   3. The expansion of the United States

D. Other American areas
   1. Latin America
      a. Special problem splitting the area
      b. Revolutionary leaders
      c. The Monroe Doctrine
   2. Canada

E. French Revolution
   1. Cause for revolt
   2. National Assembly
      a. Bastille
      b. Declaration of the Rights of Man
   3. Legislative Assembly
   4. National Convention
   5. Directory
   6. Napoleon's Empire

F. The Counter-Revolution in Vienna
   1. Attempt to restore old ways
   2. Religious and military pacts
   3. Changes to move against people

Account for the development of nationalism.

Prepare an oral report on the development of two or three national states.

Show the importance of the significant results of nationalism.

List the events in the life of Napoleon, showing the order in which they occurred, in his climb to power and in his descent from power.

Be able to defend your position on Napoleon's contributions to Europe.

Write a summary of the Congress of Vienna, its leaders and its results. Evaluate its achievements as related to progress.

Illustrate the use of the Mercantile Theory of Trade in Latin America.

Trace our policy changes in affairs with Latin American Republics.

Motion Pictures:

00–436	**Rise of Nations in Europe**	(14 min.)
00–475	**Poland**	(18 min.)
0–852	**Paris**	(10 min.)
0X–237	**Poland, Land Under Communism**	(25 min.)

See text.

Debate: Resolved: That for a backward country benevolent despotism is the best form of government.

List the provisions of the Virginia Bill of Rights. Make a chart and check in the appropriate column if these provisions also appear in the Petition of Rights, The English Bill of Rights, and the United States Constitution.

On a map of the world locate areas where revolutions took place. By color indicate if the revolts were successful, unsuccessful, or indecisive. If more than one revolt took place, put the correct number in a bracket on the country.

Select students to play the roles of an American Federalist, a Britain, a German, and a Russian. Let the class interview them on Napoleon I in 1810. After class, have each member write an editorial on his reaction to interview.

Prepare a floor talk on the French Revolution, its leaders, its good and bad results, its historical significance.

Discuss the meaning of "rightist," "leftist," and "center" as a result of the seating in the French Assembly during the French Revolution.

Discuss whether Napoleon was a product of his age or was a leader who guided the age.

Compare representative democracies of England, the United States, and France.

Make a floor talk on the Holy Alliance as a forerunner of the League of Nations and the United Nations.

G. Second revolutions
   1. 1830
      a. Greece freed
      b. Latin America remains free
      c. Belgium independent
      d. France fails to achieve reform
   2. 1848
      a. Second French Empire
      b. Frankfort Assembly blocked
      c. Austria crushes revolt

H. Evaluation
   1. Germany, Austria, Italy fail.
   2. Swiss, Belgians, Greeks succeed.
   3. Quadruple Alliance dies.
   4. Great Britain, Scandinavia are more liberal.

VOCABULARY

Bill of Rights
Bolivar
bourgeoisie
Code Napoleon
divine right
Durham Report
Gratius
mestizo
Metternich
nationalism
Nelson
Petition of Right
Reign of Terror
San Martin

Account for militant activities by religious groups about 1600. Cite specific examples. Why were they so oriented?

Motion Pictures:

00–25	**Conquest**	(20 min.)
00–556	**French Revolution**	(16 min.)
0X–154	**Mutiny on the Bounty**	(40 min.)
0X–36	**Tale of Two Cities**	(40 min.)
00–743	**Napoleonic Era**	(20 min.)

CULMINATING ACTIVITIES

Having studied cultures of early man, the medieval world, and the Renaissance, make a notebook showing cultural facets of American civilization.

Chart a time line for the period (1000-1850). Locate the chief events of the period on the charted line.

Discuss John Adam's statement that revolutions must first take place in the minds of men. Support your point of view from material studied in this unit. What relationship does this have to the threat of communism today?

Read and report on the efforts by some Protestant churches to unify. Should such actions be applauded or deplored? Why?

EVALUATION

Have a student leave the room for a few minutes. In his absence the class decides what historical personality he represents. On returning he may ask up to 20 questions to be answered by "yes" or "no." The objective is to guess "Who am I?"

By class discussion:

a. What factors must be present in order to assure increased freedom for such areas as the Congo and Viet Nam? How can their presence be assured?

b. Considering criticisms of television, movies, and contemporary art, is there an opportunity for a renaissance? What would be necessary to develop one?

c. In what ways could the feudal period be considered productive of ferment and change?

By observation:

a. Do students recognize freedom as a quality to be maintained and extended by every generation?

b. Do students show an understanding of Renaissance culture and measure present day achievements by it?

c. Do students recognize national feeling as an emotion present in every country and capable of being used in constructive and destructive ways?

RESOURCE MATERIALS

Boak, et al (text),	**The History of Our World**	Houghton Mifflin
Bainton, Roland,	**Here I Stand: A Life of Martin Luther**	Mentor
Baker, Nina,	**He Wouldn't Be King**	Vanguard
Bauer, Marion,	**How Music Grew: Music Through The Ages**	Putnam
Belloc, Hilaire.	**Cromwell**	Lippincott
Brinton, Roland H.,	**Here I Stand: A Life of Martin Luther**	New Am. L.
Gibb, H.A.R.,	**Mohammedanism: A Historical Survey**	New Am. L.
Goodrich, N. L.,	**Medieval Myths**	New Am. L.
Jenkins,	**Elizabeth the Great**	Permabooks
Kennedy, John,	**A Nation of Immigrants**	

Lamb, Harold,	**Genghis Khan**	Bantam Books
Lansing, Marion,	**Great Moments in Freedom**	Doubleday
Ludwig, Emil,	**Napoleon**	Boni and Liveright (N.Y.)
Ludwig, Emil,	**Napoleon**	Pocket Books
Mills, Dorothy,	**Renaissance and Reformation Times**	Putnam
Quennell, Marjorie and C.H.B.,	**History of Everyday Things in England 1066-1499**	Scribner's
Toynhee,	**Greek Civilization and Character**	New Am. L.
Vasari,	**Lives of the Artists**	Simon and Schuster
———	**Pagaent of the Popes**	Guild Press

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0X–11	**Crusades, Medieval**	(27 min.)
00–475	**Poland**	(18 min.)
0X–237	**Poland, Under Communism**	(25 min.)

PROFESSIONAL AIDS

Brinton, Crane,	**The Anatomy of a Revolution**	Vintage
Gattschalk, J.R.,	**Era of the French Revolution**	Houghton
Kohn, Hans,	**'Nationalism' Its Meaning and History**	Van Nostrand

WORLD HISTORY – General course – (Elective) – one year

UNIT FOUR: Our World Experiences Transitions Due to Developments in Western Science, Industry and Imperialism.

Suggested Time – Seven Weeks

OVERVIEW

Unit three may serve as an introduction to discussion of the world today. Problems and purposes of space exploration today are similar in some respects to problems and purposes of world exploration in the 15th century. The reduction of the labor force through automation requires solution of dislocations similar to reduction of the labor force through the factory system. A variety of solutions for dislocations is offered; today communism, one proposed solution, struggles for supremacy with capitalism.

From a term which described a strong, developed, dominant country, imperialism has developed into a term of opprobrium and scorn. It is of greatest importance that students be firmly grounded in material from this unit because many economic problems having their roots in this period are still to be solved.

To achieve balance, the advantages and benefits of scientific and industrial development should be stressed. Students are apt to sit among the benefits and see only the problems of this period. The student should come to recognize that with the problems and assumption of responsibilities come the highest standards of living, the reduction of luxuries to necessities, the freeing of more individuals to advance in accordance with their capabilities, and a unifying of the world through transportation and communication.

SPECIFIC OBJECTIVES

To give the students an appreciation of the scientific basis for our standard of living and that of other countries

To help the student understand the problems which arose and are still arising as a result of the Industrial Revolution and the variety of solutions offered.

To develop student understanding of the historical background of Communism and its modern corollary.

To develop student understanding of imperialism; its causes, aims, and resulting problems

OUTLINE OF CONTENT:

I. European knowledge of geography is improved in the Renaissance.
  A. Reasons for change
    1. Influence of classical study
    2. Need for new trade routes
  B. Geographic study
    1. Africa's coast by Portugal
    2. Columbus' voyage for Spain
    3. Explorations by France, Holland, and England
  C. Results
    1. Contact with Mayas, Aztecs, Incas
    2. Establishing of colonies
    3. Demand for new goods

VOCABULARY

corporation
mission
stockholder

II. Science sparks study of life and practical inventions.
  A. Renaissance
    1. Rise of curiosity and experimentation
    2. Leonarda da Vinci as a scientist
  B. Science of 1600's
    1. Kepler proves Copernicus' theory
    2. Newton's law of gravity
    3. Development of scientific method

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Make a list of explorers not included in the text. Students, through library work, should list country associated and area explored.

Dramatize a group embarking on an exploration. Bring out financial backing, purpose, and reasons the members are participating, and feelings of the general public.

In the role of an Italian or a French Merchant, write a letter about business conditions in 1550.

Report on the legend of Prester John. What was its relationship to the history of Ethiopia?

Debate: Resolved: that Spain's coming to the New World was a boon to civilization.

Motion Pictures:

0– 100	**Discovery and Exploration**	(11 min.)
00– 395	**Marco Polo's Travels**	(19 min.)
0–1131	**Age of Discovery: English, French and Dutch Explorations**	(11 min.)
0–1136	**Age of Discovery: Spanish and Portuguese Explorations**	(11 min.)
00– 103	**Vikings Life and Conquest**	(15 min.)

See text.

Using any one basic scientific development, follow the growth of its application in science, industry, social science, medicine.

Prepare a brief biographical sketch on a person who played an important role in scientific development.

C. Science of 1700–1800
  1. Development of practical applications
  2. Chemistry, biology introduced
  3. Darwinism and its influence

D. Medicine
  1. Pasteur's work with bacteria
  2. Improvement of surgical methods
  3. Disease prevention
  4. Food and metabolism

VOCABULARY

anatomy
atom
bacteria
heredity
insulin
vitamin

III. The Industrial Revolution creates new aims, aspirations, and problems.

A. Business affected
  1. Textiles
    a. Improved cloth making
    b. Improved spinning, weaving
    c. Factory system
    d. Improved resource production
  2. Transportation and communication
    a. Influence of steam engine
    b. Improved iron, steel
    c. Ships and locomotives

B. Spread to United States
  1. Manufacturing
    a. Use of standard parts
    b. Practical application of theory
  2. Agriculture
    a. Use of improved materials
    b. Work-saving devices

C. Social problems
  1. Slums
  2. Child labor
  3. Worker insecurity
  4. Class divisions

D. Attempts to solve problems
  1. Co-operative movement
  2. Government regulation
    a. Social regulations
    b. English Reform Bill (1832)
    c. Free trade policy
    d. United States supervisory laws
  3. Utopian socialism
    a. Moderate
    b. Owens
  4. Marxian socialism
    a. Theory of history
    b. International movements
  5. Effect on daily life
    a. Mass conveniences
    b. Earth exploration completed
    c. Mass production, assembly line
    d. Interest in social welfare

VOCABULARY

ampere
bourgeoisie
collective
combination
crop rotation
depression
laissez faire
ohm
proletariat
state enterprise
supply and demand

List some of the contributions in biology and medicine which have benefited peoples in all parts of the world. Describe some changes in the lives of the people as a result.

Report on the Lamarck theory. What nations of modern times have adopted this belief? Why?

Motion Pictures:

0–358	**Science and Superstition**	(10 min.)
0–397	**Story of Dr. Jenner**	(10 min.)
00–308	**Story of Louis Pasteur**	(17 min.)

See text.

Make a chart with 2 columns
1850–1900 and 1900–present Contrast: mode of travel, speed, growth in population, distribution, means of production, distribution, communication, education.

For a panel, discuss:
a. To what extent are poor social conditions (slums, etc.) a part of factory life today?
b. What are the most pronounced evils of the present-day factory system?
c. What are the possibilities of overcoming these evils?

Plan a class visit to a local factory. Watch for sources of power, levels of skill, labor saving arrangements (conveyor belts, chutes, etc.)

Choose three students to represent a factory owner, a worker, the worker's wife. The class may interview them concerning a law prohibiting union strikes in England (passed 1826). Write a news article giving a factual report.

Report on industrial empires, as those of J.P. Coats, Krupp, or DuPont. Include reasons for their growth and their accomplishments.

Report on the co-operative movement by obtaining information from a local agency.

On the basis of library work choose and nominate candidates for a classroom "Hall of Fame" on the basis of their work (1870–1914).

Debate: Resolved: That the Industrial Revolution encouraged the spread of education.

Motion Pictures:

0–209	**Industrial Revolution**	(11 min.)
0X–225	**Industrial Revolution in England**	(28 min.)
00–749	**Rise of Organized Labor**	(18 min.)

IV. Europe's scientific and industrial developments result in revival of imperialism.

- A. Causes
  - 1. National pride
  - 2. Industrial revolution
    - a. Markets
    - b. Raw materials and goods
    - c. Investment
  - 3. Science
    - a. Study of species
    - b. Improved transportation
- B. Africa
  - 1. Belgium, Germany, France, Britain
  - 2. Methods
    - a. Direct intervention
    - b. Financial pressure
  - 3. Crises
    - a. Sudan
    - b. Morocco
    - c. Boer War
  - 4. Effect on people
    - a. White man's burden
    - b. Tribal life destroyed
    - c. Exploitation of labor
- C. China
  - 1. Traditional civilization
  - 2. External pressures
    - a. Opium war
    - b. Forced loans
    - c. Spheres of influence
    - d. Boxer rebellion
  - 3. Republic established
    - a. Sun Yat-sen
    - b. Modernization
    - c. Japanese ambitions
- D. Japan
  - 1. Early isolation
  - 2. Westernization
    - a. Military
    - b. Industrial
    - c. Alliance with Britain
    - d. War with Russia
    - e. Imperialism
- E. Southeast Asia
  - 1. British Malaya and Burma
  - 2. French Indo-China
  - 3. Dutch East Indies
  - 4. American islands
- F. Commonwealth of Nations
  - 1. Purposes
    - a. To build colonial loyalty
    - b. To increase trade
    - c. For better management
  - 2. Ties
    - a. Crown
    - b. Navy
    - c. Affection
  - 3. Self-governing
    - a. Canada
    - b. Australia, New Zealand
    - c. South Africa
  - 4. Special cases
    - a. Ireland
    - b. India
- G. Latin America
  - 1. Factors continuing separation

See text.

Find quotations which express attitudes toward imperialism in the 19th Century.

Present a skit on the empire building activities of one of the following: James Cook, Cecil Rhodes, Henry Stanley, David Livingston, Lord Durham.

Make a chart comparing the governments of the British dominions as to executive, legislative, and judiciary branches.

Draw a cartoon illustrating the "Open-Door Policy."

As a member of an underdeveloped country, write a letter giving your reaction to imperialistic penetration.

List the effects of imperialism on a chart under the following four headings:

beneficial to imperialistic countries,
beneficial to countries under imperialism,
harmful to imperialistic countries,
harmful to countries under imperialism.

Discuss sections of Africa as to geography, resources, natives, culture, special problems. Suggested sections: Mediterranean, Africa, Sahara, equitorial Africa, "White Man's" Africa.

Prepare a tour book for one of the countries studied in this unit.

Pretend that you are to head a mission to study several of the countries studied in this unit. Explain how you would prepare for the position and operate as a representative from our country in order to make for better understanding of the United States.

2. **Relations with others**
    - a. **Markets and investments**
    - b. **Monroe Doctrine**
    - c. **Roosevelt corollary**
    - d. **Good Neighbor Policy**
3. **Problems**
    - a. **One-crop economy**
    - b. **Need for reform**
    - c. **Recognition of culture**

H. Moslem World
1. **Turkey**
    - a. **Decline of power**
    - b. **Crimean War**
    - c. **Unsatisfactory settlement**
2. **Balkans**
    - a. **Berlin to Baghdad railway**
    - b. **Balkan wars**
3. **Development of nationalism**
    - a. **Mission work**
    - b. **Move against Turkey**
    - c. **Move against non-Turks**

VOCABULARY

aggression
colonialism
extra-territoriality
dominion
underdeveloped areas
specialization
standard of living

Plan a campaign for better relations with Latin American countries. How can this campaign be made to reach the ordinary citizen in the countries concerned?

Were there any humanitarian gains growing out of the Crimean war? Explain.

Motion Pictures:

0–490	**British Isles**	(11 min.)
00–223	**Peiping Family**	(20 min.)
00–128	**Tomorrow's Mexico**	(17 min.)
0X–222	**Tropical Africa**	(28 min.)
0X–192	**Japan**	(25 min.)

CULMINATING ACTIVITIES

Debate: Resolved: That people are happier today than they were before the Industrial Revolution.

Panel discussion: Can India become a great industrial power in the near future?

Selections to read in class: Hood's, "Song of the Shirt," E.B. Browning, "The Cry of Children," from Dickens', David Copperfield, Oliver Twist, or Hard Times.

Select one country under the section on imperialism. Collect and classify articles from newspapers and magazines under political, economic, and social topics. Write not more than one page evaluating the country's position in the world today.

EVALUATIONS

Discuss: To what extent may the rise of an industrial power be considered luck?
To what extent may it be planned?

Discuss: Can the United States be be considered a typical imperialist power? Why?

By observation; –
- a. **Do students reject Communism on a reasoned or a "bad word" basis?**
- b. **Do students show an understanding that economic conditions are dynamic, not static, situations?**
- c. **Do students recognize the necessity of a national policy of enlightened self-interest?**

RESOURCE MATERIALS

Boak et al (text),	**The History of Our World**	Houghton Mifflin
Adler, Irving,	**The Tools of Science**	John Day
	American Capitalism	**Council for Advancement of Secondary Education**
Buck, Pearl,	**The Man Who Changed China**	Random House
	Capitalism and other Economic Systems	**Council for Advancement of Secondary Education**
Curie, Eve,	**Madame Curie**	Pocket Books
de Kruif, Paul	**Microbe Hunters**	Pocket Books
Dietz, Frederick C.,	**The Industrial Revolution**	Holt
Dilts, Marion M.,	**The Pageant of Japanese History**	Longmans, Green
Hartman, Gertrude,	**Machines and The Men Who Made The World of Industry**	Macmillan
Kuhn, Ferdinand,	**Commodore Perry and the Opening** (Landmark)	Random House

Montgomery, Elizabeth R.,	**The Story Behind Great Inventions**		McBride
Morrison, Sam E.,	**Christopher Columbus,**		New Am. L.
Norenus, E.,	**Hudson's Bay Co**	(Landmark)	Random House
Paton, Alan,	**The Land and People of South Africa**		Lippincott
Riesenberg, Felix,	**Balboa, Swordsman and Conquistadore**	(Landmark)	Random House
Spencer, Cornelia,	**Land of the Chinese People**		
Sugimato, E.I.,	**Daughter of the Samurai**		Doubleday
Vaughn, J.B.,	**Land and People of Japan**		Lippincott

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0–525	**Capitalism**	(11 min.)
0–658	**Communism**	(11 min.)

PROFESSIONAL AIDS

Childs, Marquis,	**Sweden: The Middle Way**	Pelican
Gunther, John,	**Inside Africa**	Harper
Marx, Karl,	**Das Capital and Communist Manifesto** **American Imperialism in 1888** (Amherst Series)	Modern Library
Moon, P.T.,	**Imperialism and World Politics**	MacMillan

WORLD HISTORY – General Course (Elective) one year

UNIT FIVE: Our World Is Threatened with The Loss of Freedom.

Suggested Time – Three Weeks

OVERVIEW

All lost causes carry an aura of glamour, and it is a shameful fact that less than twenty years after the defeat of the dictatorships there are neo-fascist organizations in the United States. This unit offers an opportunity to review the basic beliefs of democracy and dictatorship and to provide an occasion for the student to judge the differences by other criteria than flags, marching songs, and uniforms. Students should understand and appreciate the values of democracy and see democracy as an expanding, challenging force in the world today.

The majority of the problems we are faced with today stem from occurrences within this period. For many Europeans the unpleasant choice was one between bread and liberty. Totalitarian government – and more specifically Russian communism – developed and now constitutes a major challenge to our way of life. The theory of self-determination, originally applied to Europe, has served as a vehicle for nationalistic movements in Asia and Africa.

As well as abounding in problems, this period shows solid achievement. There is a growing appreciation of other national and racial groups' culture. The League of Nations was instituted, and although it was a failure, the experience at Geneva affected the constitutional and governmental arrangements of the present United Nations.

SPECIFIC OBJECTIVES

To give the students an appreciation of the threat to our way of life posed by nazi and fascist governments

To provide an opportunity for understanding the **underlying** and **unsolved** problems of political freedom and economic security

To help the student acquire a knowledge of the historical period as a background for and to aid him in a critical evaluation of present problems

OUTLINE OF CONTENT

I. Germany and Italy become "have not" leaders.
  A. Italy
    1. Great leaders
      a. Mazzini
      b. Cavour
      c. Garibaldi
    2. Steps in unity
      a. National feeling vs. Napoleon
      b. War with Austria
      c. Conquest of Sicilies
      d. Seizure of Rome
    3. Problems
      a. Settlement with church
      b. "Unredeemed" Italy
      c. Building government

  B. Germany
    1. Bismarck dominant
    2. Steps in unity
      a. War against Denmark
      b. War against Austria
      c. North German Confederation
      d. War against France
    3. Problems
      a. Undemocratic government
      b. Military influence strong

VOCABULARY

"blood and iron"
chancellor
Kaiser

Vatican City
Reichstag
Ems telegram
Young Italy
"redshirts"

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Develop a skit which illustrates the reasons why a person would want to be a part of an organized nation.

Make reports on the lives of Mazzini, Cavour, Garibaldi, and Bismarck. In the cases of Mazzini and Garibaldi emphasize their influence.

Make a map showing Italy, Germany, and their possessions before World War I. Find out what resources and climate each possession offered.

Motion Pictures:

00–467 **Germany: People of the Industrial West** (17 min.)
0–599 **Italian Children** (11 min.)

II. Nationalism, industrialism, and colonial rivalry clash.

- A. Pre-war crises and alignment
  - 1. Peace attempts
    - a. Arbitration
    - b. Hague Court
  - 2. Causes
    - a. Nationalism
    - b. Colonial rivalry
    - c. Armament race
    - d. Rival alliances
    - e. Assassination of Francis Ferdinand
    - f. Blank Check
    - g. Invasion of Belgium
    - h. Self-seeking joiners
- B. Problems in carrying out war
  - a. New equipment
  - b. Allied trade control
  - c. Central Powers inner transportation
  - d. Russian revolt
  - e. America's association in war effort
- C. Peace settlement
  - a. Secret treaties vs. 14 points
  - b. Self-determination
  - c. Reparations and war guilt
  - d. League of Nations

VOCABULARY

armistice
camouflage
Central Powers
demilitarize
mandate
neutrality
propaganda
reparations
Triple Alliance
Triple Entente
ultimatum

III. The Armistice period's unsolved problems are a prelude to World War II.

- A. World Depression
  - 1. War debts and reparations
  - 2. Unemployment
- B. Rise of dictatorships
  - 1. Italy
    - a. Displeased winner
    - b. Strong leadership
  - 2. Germany
    - a. Republic blocked
    - b. Constitutional rise
    - c. Self-sufficiency
    - d. Race theories
- C. Dictatorial aggressions
  - a. Albania
  - b. Ethiopia
  - c. Austria
  - d. Czechoslovakia
  - e. Spain

VOCABULARY

blackshirts
Concordat
Fuehrer
Il Duce
minorities
persecution
storm troopers
swastika
Third Reich

IV. The Axis powers are defeated; the democracies are weakened in World War II.

- A. Causes of the War
  - 1. Axis alliance

See text. **The History of Our World**

Make a chart with two divisions: Central Powers and Allies. Compare them as to members, advantages, and disadvantages.

Write a comparison of the Congress of Vienna and the Versailles Conference with regard to members, dominant nations, provisions, and success

In newspapers of the period (some family will have some to lend if students are encouraged), let class groups read and report on one war action and one event which illustrates social, economic, or political conditions.

Select four committees to represent Great Britain, France, Germany, Russia in World War I. Allow students to present conditions in one country (reasons for fighting, success or failure, effect of peace on country) in a manner they prefer. Suggestions: panel, broadcast, discussion by "citizens," "gripes" by soldiers.

Write biographical sketches on leaders in World War I.

Collect and discuss poems, slogans, or music of World War I.

Ask a participant of World War I to discuss his experience (Contact a veteran's organization).

Debate: Resolved: That Wilson's Fourteen Points provided a practical plan for peace.

Audio-Visual Instructional Materials –

Motion Pictures:

0X–122 **Woodrow Wilson** (27 min.)

See text.

Make a chart with two divisions, before World War I and after World War I. Compare the periods as to forms of government, position of women, land ownership.

Debate: Resolved: That economic stability is the most important factor in keeping the peace.

Present a skit showing the conditions of a German citizen and of a British citizen in the depression and their reactions toward their governments.

Draw a cartoon showing suppression of freedom under Hitler.

Have a committee compare Nazism and Democracy.

Audio-Visual Instructional Materials –

Motion Pictures:

00–436 **Rise of Nations in Europe**

See text.

In newspapers of the period let class groups read and report on one war action and one event which illustrates social, economic, and political

2. Armaments race
3. Treaty violations
4. Attack on Poland

B. Problems in carrying out the war
   1. Russia's neutrality
   2. Occupation of continental Europe
   3. Air raids over Britain
   4. American neutrality
   5. Losses in the Pacific to Japan
   6. Defeat of Axis in the Pacific

C. Problems resulting from war
   1. The atomic bomb
   2. Cost in men, material, values

VOCABULARY

appeasement
arsenal of democracy
blitz krieg
'D' Day
sanctions
lend-lease
Axis
Vichy
non-aggression pact

conditions.

Select four committees to represent Great Britain, the United States, Japan, Germany. Allow students to present conditions in one country (reasons for fighting, success or failure, effect of peace on country) in a manner they prefer.

Write biographical sketches of leaders in World War II.

Collect and discuss poems, slogans, or music of World War II.

Ask a participant of World War II to discuss his experience.

Report on the influence of Alfred Thayer Mahan on the War.

Give biographical reports on several of the outstanding statesmen and leaders of this period.

Motion Pictures:

0X– 63	**Beginning of the End**	(30 min.)
00– 19	**Britain – Her Empire**	(17 min.)
00–451	**Churchill, Man of the Century**	(21 min.)
0– 90	**'D' Day**	(10 min.)
0X– 87	**'D' Day**	(27 min.)
00– 74	**New France**	(19 min.)
00– 98	**Rise – Fall Nazi Germany**	(17 min.)
0X– 90	**Rise of Adolph Hitler**	(27 min.)
0X–160	**Man of the Century – Churchill Parts I & II**	(55 min.)

CULMINATING ACTIVITIES

Locate on a world map the battle areas of World War I in blue, and the battle areas of World War II in red. Make general statements which the map proves.

Debate: Resolved: That the influence of Woodrow Wilson on this period was greater than that of Otto von Bismarck.

Debate: Resolved: That it would be better to "get along" with another country than to fight.

Construct a time line for this unit showing causes and effects of each war.

EVALUATIONS

By observation:

Do students reject dictatorial government for reasons which are other than purely national?

Do students relate problems of this period to modern problems?

Discuss:

What can the United States do to dramatize the dynamic role which democracies should play?

What can we as citizens do to assist?

RESOURCE MATERIALS

Boak, et al (text),	**The History of Our World**		Houghton, Mifflin
Allen, F.L.,	**Big Change**		Harper
Buchanan, John,	**A History of the Great War**		Houghton, Mifflin
Buck, Pearl,	**The Good Earth**		Pocket Books
Churchill, W.L.S.,	**Blood, Sweat and Tears**		Putnam
Eisenhower, D.D.,	**Crusade in Europe**		Doubleday
Frank, Anne,	**Diary of a Young Girl**		Pocket Books
Hall, J.N.,	**Falcons of France**		Little
Hersey, John,	**Hiroshima**		Bantam
Lawson, Ted,	**Thirty Seconds over Tokyo**	(Landmark)	Random House

Lord, Walter,	**Day of Infamy**	Holt
	Day of Infamy	Bantam
Low, David,	**Years of Wrath (1931–45)**	Simon and Schuster
Mauldin, Bill,	**Up Front**	Holt
Nordoff, C.B. and		
Pratt, Fletcher,	**World War II**	Yale University Press
Pyle, Fletcher,	**Brave Men**	Grosset
Reynolds, Quentin,	**Battle For Britain**	Random House
	They Fought For The Sky	Rinehart
Rickenbacker, E.V.,	**Seven Came Through**	Doubleday
Shirer, W.L.,	**Berlin Diary**	Knopf
	Rise and Fall of Nazi Germany	Random House
Slosson, P.W.,	**Great Crusade and After (1914–28)**	Macmillan
Taylor, A.M.,	**The Language of World War II**	H.W. Wilson
Thomas, L.J.,	**Raiders of the Deep**	Doubleday
	With Lawrence in Arabia	Century Company
White, W.L.,	**They Were Expendable**	Harcourt, Brace

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00– 21	**Causes and Effects of World War I**	(23 min.)
00–451	**Churchill, Man of the Century**	(21 min.)
00– 98	**Rise – Fall of Nazi Germany**	(17 min.)

PROFESSIONAL AIDS

Ahrendt, Hannah,	**Origins of Totalitarianism**	Harcourt, Brace
Bailey, T.A.,	**Diplomatic History of the American People**	Appleton
Bemis, S.F.,	**United States as a World Power**	Holt
Benns, F.L.,	**Europe since 1914**	Appleton
Bryson, Lyman,	**Which Way America? Communism, Fascism, Democracy**	Macmillan
Gibson, Hugh,	**Problems of Lasting Peace**	Doubleday
Gunther, John,	**World in Crisis**	McGraw
	Inside Europe	Harper
Hitler, A.,	**Mein Kampf**	Houghton, Mifflin
Hoover, H.C. and		
Keenan, G.F.,	**American Diplomacy, 1900–1950**	University of Chicago Press
Langsam, W.C.,	**World Since 1918**	Macmillan
Schapiro, Jacob S.,	**Modern and Contemporary European History (1815–1952)**	Houghton, Mifflin

WORLD HISTORY – General Course (Elective) one year

UNIT SIX: Our World Today Strives to Achieve Freedom and Peace in the Face of Challenging Problems.

Suggested Time – Nine Weeks

OVERVIEW

It is proper that the final unit of study should deal with contemporary problems. Students are often bewildered, confused, and frightened by the complexity of problems today. They should understand, however, that definition of a problem, no matter how unpleasant, is to be preferred to ignorance of it and that in each case the steady quiet progress being achieved may be missed in the general "hurrah." In the postwar period the United States has re-assessed and in some cases modified its foreign policy. Students born during this period do not recognize participation in the United Nations, encouragement of a European common market (or even consideration of joining it), the international assignment of military or governmental units as dynamic developments from the past. By consideration of the problems and changes, they should learn that judicious behavior even over several generations is to be preferred to intemperate action for action's sake only.

In discussion of problems a major block develops because word meanings have blurred or in some cases doubled due to the differences in democratic and totalitarian usage. Words, such as **freedom**, **democracy,** and **republic,** are examples. Students should be alert to these meanings so that in the future their statements will be sharp and meaningful, and they themselves may have some protection against being bested in a "philosophical discussion."

SPECIFIC OBJECTIVES

To help the student evaluate critically the major contemporary problems and the position of the United States with regard to them

To instill in the student confidence in the democratic ideals and processes and in their final success for the good life

To develop in the student a sense of dedication to and responsibility for the democratic way of life

To alert the student to the threat of communism as an attempt to destroy the democratic way of life

OUTLINE OF CONTENT

I. The United Nations seeks peaceful solutions within a growing group of nations.

- A. Earlier attempts for world organization
  1. Grotius, 1600's
  2. Congress of Vienna, 1815
  3. League of Nations, 1918-1939
- B. Organization
  1. Assembly
  2. Security Council
  3. Economic-Social Council
  4. Trusteeship Council
  5. International Court of Justice
  6. Specialized agencies
- C. Problems
  1. Establishing Israel
  2. Korean war
  3. Congo
  4. Secretary-General's office
  5. Weaknesses in organization

VOCABULARY

Atlantic charter	Uniting for Peace
Dumbarton Oaks	Resolution
trusts	U Thant
UNICEF	Zionism

LEARNING EXPERIENCES AND ACTIVITIES

Text.

Prepare a committee report on the organization of the United Nations.

Construct a chart showing the organization of the United Nations.

Locate on a world map the nations belonging to the United Nations. Indicate the year each joined.

List the problems of the United Nations on a chart under one of three headings, success, failure, or not settled.

Make a chart of people prominent in the United Nations. Give name, position held, and country.

Secure a speaker from the Kansas City branch of the American Association for the United Nations.

Audio-Visual Instructional Materials –

Motion Pictures:

00–83	**People's Charter**	(20 min.)
0–446	**We, the People**	(10 min.)
00–731	**The Charter**	(15 min.)

II. The western nations band together in protective blocs.

- A. American unilateral assistance
  1. Reasons for abandoning isolation
  2. Marshall Plan
  3. Truman Doctrine

See text.

Prepare a bulletin board display on NATO members.

Locate on a map of Europe the "6" and "7" nations.

B. NATO
  1. Formed against attack
  2. Membership
  3. Headquarters

C. European cooperation
  1. Benelux
  2. Coal and steel community
  3. Common market
  4. Proposed merger of "6" and "7".

VOCABULARY

Euratom
Point Four
Schuman plan

Debate: Resolved that: "If Britain joins the Common Market, the United States must join too."

Present a skit which demonstrates changed American policy between 1935 and 1961.

Audio-Visual Instructional Materials

Motion Pictures:

0–941	**Western Europe**	(11 min.)

III. Communist Russia aims at world domination.

A. Causes for revolution
  1. Reduced power
  2. Reform, only surface
  3. Minority persecutions
  4. Military defeats

B. Establishment of Communism
  1. Double revolution
    a. Kerensky moderates
    b. Bolshevik revolt
  2. Lenin
    a. Radical changes
    b. New economic policy
  3. Stalin
    a. War against Trotsky
    b. 5-year plans
  4. Khrushchev
    a. De-Stalinization
    b. Peace and programs

C. Features of communism
  1. Democratic window dressing
  2. International domination
  3. Isolation of individuals

VOCABULARY

anarchist
kulak
Menshevik
NKVD(OGPU)
October revolution

See text.

View a TV program (serious) dealing with Russia and/or communism and report on it to the class.

Reports on communists, fellow travelers, or anti-communists. Suggestions: Lenin, Kerensky, Stalin, Khrushchev, Mindzinty, Djilas, Gomulka, and Tito.

Select a committee to present answers to the question: "Why is a totalitarian government incompatible with the liberties of the individual, as contrasted with a democratic government?" Consider economic, social, political aspects.

Make a chart listing current democratic procedures, whether the communists claim such a procedure, and in what way the two differ.

Make a chart comparing the government and society of the Czars and of the communists.

Audio-Visual Instructional Materials

Motion Pictures:

00–625	**China Under Communism**	(20 min.)
0X–193	**Middle East**	(28 min.)
0X–237	**Poland: Land under Communism**	
0X–195	**Russia**	(28 min.)
00–598	**Russian Life Today – Inside Soviet Union**	
0–658	**Communism**	(10 min.)
00–314	**World Balance of Power**	(18 min.)
00–437	**Soviet: Land and People**	

IV. Asia, Africa, and Latin America seek their places in the sun.

A. Asia
  1. India
    a. World War II problem
    b. Pakistan-Indian split
    c. Progress and neutrality
  2. Southeast Asia
    a. Indonesia
    b. Malaya
    c. Burma
    d. Thailand
  3. Moslem area
    a. Importance of oil
    b. Anti-western feeling
    c. Arab league

B. Africa
  1. Southern friction
    a. Union apartheid
    b. Kenya Mau-Mau

See text.

Draw a cartoon illustrating the Good Neighbor Policy.

Choose one country to study in detail: geography, resources, present government, special problems, aid given (if any).

Nominate people for a class Hall of Fame, on the basis of their work to better conditions in an underdeveloped area.

As a citizen of an underdeveloped country, write a letter explaining why you would prefer United States aid to Russian aid.

Audio-Visual Instructional Materials

Motion Pictures:

Napoleonic Era

00–281	**Building a Nation, Israel**	(20 min.)
00–396	**Middle East**	(14 min.)

    2. French community

C. Latin America
    1. Organization of American States
    2. Relations with U.S.A.

VOCABULARY

Gandhi
Nasser
Nehru
Nkrumah

00–268	India: Pakistan and The Union of India	(17 min.)
0–975	Thailand	(10 min.)
0–972	Singapore	(10 min.)
00–38	Indonesia, New Nation of Asia	(20 min.)
0X–232	Taiwan: Face of Free China (Formosa)	(28 min.)
0X–222	Tropical Africa	(28 min.)

CULMINATING ACTIVITIES

Choose one present day world problem. Gather material and clippings on it. Present a five to ten minute talk as a demonstration of the information you have gathered.

Debate: Resolved that: "It is more important to have freedom than peace."

Draw time lines comparing the chief events of the Napoleonic period and the chief events of Russian communism. Write a paragraph on the relationships shown.

EVALUATION

Discuss: What world problems do you see arising? What should the position of the United States be with respect to these problems? As a citizen what service can you render to the United States? Give examples.

By observation: (a) Do students realize the progressive trend of history and work with long range improvements as well as short term gains in mind? (b) Are they dedicated to the furtherance of true democratic ideals? (c) Do students show an understanding of communism, beyond its "dirty word" "un-American", connotation?

RESOURCE MATERIALS

Boak, et al, (text),	The History Of Our World	Houghton Mifflin
A.D.L. Staff,	The Profile of Communism The Responsibility Is Ours	B'nai B'rith B'nai B'rith
Allen, J.E., Jr.,	Teaching About Communism, School and Society	
Arne, Sigrid,	United Nations Primer Basic Facts About United Nations	Rinehart Columbia University Press
Badeau and Nolte,	Emergence of Modem Egypt	Headline Book #98, EPA
Bush, G.,	"Don't let your youngster learn about communism the hard way,"	Better Homes and Gardens, Sept. 1961
Carr, W.G.,	One World in the Making	Ginn
Congdon Combat:	European Theater	Laurel
Combat:	Pacific Theater	Laurel
Coyle, D.C.,	The United Nations and How It Works	New American Library Assn.
Crossman, Richard,	The God That Failed	Bantam
Dean, Vera M.,	The Nature of the Non-Western World	New Am. L.
Eren, N.,	"Why is America Misunderstood?"	Readers' Digest, April 1961
Dean, V.M.,	Nature of the non-Western World "Does the World Face Either – or? "Three Decades of Crisis"	 Foreign Policy Bulletin, Oct. 1, 1960 Foreign Policy Bulletin, June 15, 1961
Fisher, Lois,	You and the U.N.	Childrens' Press
Fischer, Louis,	Gandhi: His Life and Message For the World	New Am. L.
Goodfriend, Arthur,	If You Were Born in Russia	
Gunther, John,	Inside Russia Inside Africa	Harper Harper
Hoover, J. E.,	Masters of Deceit	Cardinal
Huxley; Aldous,	Brave New World	Bantam
Jarman, T. L.,	Rise and Fall of Nazi Germany	New Am. L.
Kennan, G.F.,	Russia and the West Under Lenin and Stalin	
	Senior Scholastic,	15 articles on Communism beginning Nov. 15, 1961
Meyer, A.C.,	What You Should Know About Communism	SRA
Orwell, George,	Animal Farm	New Am. L.

Overstreet,	**The War Called Peace**	
Overstreet,	**What We Must Know About Communism**	Pocket Books
Overstreet,	**What You Should Know About Communism**	
Pares, Bernard,	**Russia**	New Am. L.
Pares, Bernard,	**Russia: Its Past and Present**	Mentor
Paton, Alan,	**South Africa Today**	Public Affairs Pamphlet #175
Patterson, C.B.,	**"Dateline: United Nations, New York"**	National Geographic Mag., 9/61
Sakami and White,	**Asia**	Webster Publishing
Roosevelt, E.,	**"What Has Happened to the American Dream?**	Atlantic, April 1961
Roosevelt & DeWitt,	**U.N.: Today and Tomorrow**	Harper
	Major Governments of Asia	Cornell University Press
Smith, Wilfred,	**Islam in Modern History**	New Am. L.
Smith, W.B.,	**My Three Years in Moscow**	Lippincott
Taylor, Robert L.,	**Winston Churchill**	Pocket Books

The following Magazines are useful:

United Nations Review
Department of State Bulletin
Current History, Sept. 1960, Sept. and Nov. 1961
Senior Scholastic
New York Times Magazines

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–131	**UNRRA**	(15 min.)
00–755	**Workshop for Peace**	(24 min.)
0X–324	**Face of Red China Parts I and II**	(54 min.)

PROFESSIONAL AIDS (see also professional aids for Unit IV)

Anderson, H.R.,	**Approaches to an Understanding of World Affairs**	Twenty-Fifth Yearbook NCSS
	Anti-Defamation League of B'nai B'rith	515 Madison Avenue New York 22, New York
Dratz, Eva M.,	**Guide to Teaching about the United Nations and World Affairs**	American Association for U.N.
	How to Find Out About the United Nations: Facts About United Nations and Materials Available	U.N. Department of Public Information
	United States Policy in the Near East, South Asia, and Africa	Department of State Publication #5801

WORLD HISTORY – *Adapted course* – (Elective) – one year

Unit One: BEFORE WE START OUR STUDY OF WORLD HISTORY

Suggested Time – One Week

OVERVIEW

History is the story of man's past; the record of what man acting as an individual or as a member of a group has thought, said, or done. By its study, we can better understand problems in the world today, making comparisons to similar problems in the past.

In order to understand better these problems, the student should learn to use certain basic study skills and techniques:

1. He must learn how to use his textbook to the maximum advantage.
2. He must enrich his knowledge of history by learning to interpret maps, charts, and globes.
3. He must make wide use of the library and community resources.
4. He should increase his knowledge by visiting museums and places of historical importance.
5. He should learn to recognize the importance of current historical research, making use of primary and secondary source materials.
6. He should read widely and learn to evaluate critically what he has read as he relates it to the world here and now.

The teacher should use this preliminary period to encourage the student to use those study skills already learned and to develop new skills.

SPECIFIC OBJECTIVES

To develop an understanding of what history is and why we study it

To emphasize necessary study skills and techniques which will lead to the efficient study of history

To provide the student with learning activities which will develop skill in the use of maps, charts, and globes

OUTLINE OF CONTENT

I. The study of history contributes to knowledge and attitudes necessary for good citizenship.
   A. Knowledge (scope of course)
      1. How we study history
      2. Western civilization from ancient times to the Renaissance
      3. The emergence of national states and democratic states
      4. The Industrial Revolution
      5. The meeting of East and West
      6. Totalitarianism
      7. War and peace
   B. Attitudes
      1. Concerning different peoples and civilizations
      2. Respecting individuals reguardless of differences
      3. Regarding interest in world issues
      4. Concerning the value system and development of democracy

II. Geography controls and helps to explain historical development
   A. River valleys as earliest centers of civilization
   B. Mountains, deserts, large bodies of water as obstacles
   C. The role of rivers and small bodies of water in historical development
   D. The advantages of favorable climate
   E. The ability of man to modify some unfavorable geographic factors

LEARNING EXPERIENCES AND ACTIVITIES

See text.

After glancing through your world history textbook, list some of the main topics you will study.

Discuss the quotation, "He who is ignorant of the past repeats the mistakes of the past."

Demonstrate in an open book presentation how you would use the table of contents and the index of your textbook.

Show how you would analyze paragraphs to obtain information from the printed page in the most efficient manner.

Discuss the importance of review, outlining, and comprehension as aids to learning.

Select newspaper and magazine articles which illustrate historical research or developments.

III. Basic concepts and terms help us to understand history.

- **A. Terms**
  - **1. History; prehistory**
  - **2. Ancient**
  - **3. Medieval**
  - **4. Modem**
  - **5. Sources: primary, secondary**
  - **6. Terms of chronology**
- **B. Concepts of history**
  - **1. Continuity of history**
  - **2. Cause and effect**
  - **3. Chronological order**

IV. Certain skills are necessary for a student's success in world history.

- **A. Understanding the textbook – usable parts**
  - **1. The index**
  - **2. The table of contents**
  - **3. Marginal headings**
  - **4. Topic sentences**
  - **5. Illustrations**
  - **6. Teaching aids**
  - **7. Forming a question that covers a paragraph**
  - **8. Checking the answer**
- **B. Keeping a notebook**
- **C. Answering homework questions**
- **D. Making outlines (See English Style Sheet)**
- **E. Reviewing in various ways**
- **F. Doing special reports**
- **G. Using the library**
- **H. Taking part in the class discussion**
- **I. Preparing for tests**
- **J. Reading and interpreting newspapers and magazines**
- **K. Following TV and radio programs**
- **L. Reading and interpreting maps**
- **M. Interpreting charts, graphs, and simple statistics**
- **N. Interpreting the printed page**
- **O. Making trips to museums and other places of historical importance**
- **P. Watching visual aids (what to look for)**

Prepare special reports on some event, personality, or incident of interest and historical importance.

CULMINATING ACTIVITIES

Using classroom quantities of newspaper, have students demonstrate, by means of a questionnaire, techniques of reading, interpreting cartoons, charts, or maps.

Appoint committees for brief reports on places of historical importance in the Kansas City area.

Assign committees the task of making bibliographies on general topics. Issue to students a mimeographed work-sheet, on which, after supervised library work, they are to record birth or death dates, source of a quotation, causes or effects of definite historical events, etc.

Prepare a list of those materials, documents, or devices that might survive wars etc., sources by which our world history might be evaluated by future historians or archeologists, say 2400 A.D.

EVALUATIONS

Do students show by their work that they understand and are trying to attain the desirable work-study skills?

Is the student ready to continue his study of world history?

Does the student recognize the value of studying world history?

RESOURCE MATERIALS

Magenis and Appel, (text),	**A History of The World**	American Book

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures

00–5 **World History: An Overview**

PROFESSIONAL AIDS

Anderson, H.R. and Lindquist, E.F.,	**Selected Test Items in World History,** Bulletin 9	NCSS
Carpenter, Helen,	**Skills in The Social Studies**	24th Yearbook NCSS
	World Book List for High Schools, Bulletin 31	NCSS
	How To Do It Series Nos. 1–20	NCSS
Langer, Wm. L.,	**Encyclopedia of World History**	Houghton Mifflin
West, E.,	**Improving The Teaching of World History**	20th Yearbook NCSS

WORLD HISTORY – Adapted course (Elective) one year

Unit Two: We Learn That Our Civilization Rests on a Base Built by Ancient Man.

Suggested Time – Six Weeks

OVERVIEW

The student in this unit should develop an understanding of sources of information concerning early man and some idea of the span of history. Here he learns to appreciate the importance of geography as it relates to people and the civilizations they have created.

Special emphasis should be focused upon historical development of such institutions as government, concepts of democracy and general culture advances as they relate to contemporary world society. The student should become increasingly aware that cultures and their developing institutions have evolved from an interaction of social condition and events stemming from the past; that these have in turn become the social foundation for man's progress and the civilization that develops.

Finally, the student should be made to feel that he is important and is related to these social foundations and forces for good or ill in the progress of civilization.

SPECIFIC OBJECTIVES

To help the student appreciate the development of early civilizations and their contributions to our present civilization

To help the pupil understand that cultures of the past have given us a rich and useful heritage

To instill in the student an appreciation of and interest in the study of history and its relation to him

To acquaint the student with the format of the text and the authors' purpose

OUTLINE OF CONTENT

I. The story of our world dates far beyond man's appearance on earth.
   - A. Geologic and scientific explanation
   - B. Prehistoric era
   - C. Recorded history

TERMS AND VOCABULARY

Anno Domino
B.C.
barbarism
barrier
basic
chronology
civilization
culture
environment
heritage

II. Man has traveled a long road toward civilization.
   - A. Age of dinosaurs
   - B. Appearance of man
     1. Neanderthal
     2. Cro-Magnon
     3. Peking
     4. Java Man
   - C. Races of man
     1. Caucasian
     2. Negroid
     3. Mongoloid
   - D. Tools of man
     1. Stone age
     2. Copper Age
     3. Bronze Age
     4. Iron and Steel Age

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Discuss the appearance of the earth during the formative period.

Construct a map showing the locations of early man during prehistoric times.

Motion Pictures:

0–933	**Prehistoric Times**	(11 min.)
00–730	**Cave Dwellers of Old Stone Age**	(15 min.)

Motion Pictures:

0–933	**Pre-historic Times**	(11 min.)
0–836	**Face of the Earth**	(12 min.)

Sketch or model pre-historic animals. Begin a chart of man's contributions to civilization such as fire, tools, and invention. Add to this chart as the unit progresses.

Begin individual and class notebooks including time line, pictures, and clippings.

Dramatize (use role-playing approach) the part of the tribal chief as he deals with the problems of his tribe. Point out any historical evidences of the democratic process.

Display artifacts, fossils, and arrowheads found in this area.

Visit the Kansas City Museum. Report on what you find as examples of our study.

Motion Pictures:

0– 44	**Boundary Lines**	(10 min.)
00–607	**Brotherhood of Man**	(10 min.)

TERMS AND VOCABULARY

anthropologist
geologist
"thundering lizzard"
paleolithic
mesolithic
neolithic
topography
mastadon
nomad
archeologist

III. The Egyptians develop a high degree of civilization.

- A. Geographic factors
- B. Gift of the Nile
- C. Advance in civilization
  - 1. Agriculture
  - 2. Government
  - 3. Written language
  - 4. Paper
  - 5. Calendar
- D. Age of pyramids
- E. Feudalism in Egypt
- F. Height of Power (1580–1150 B.C.)
- G. Decline of Egypt

Begin a collection of dolls dressed in the costume of each period studied.

Make wax, clay, or plaster of paris models of statues and temples.

Make clay models to show hieroglyphics and cuneiform writing.

Trace back to hieroglyphics some of the letters of our alphabet.

Dramatize (use role-playing approach) the life of "Mr. and Mrs. Egyptian."

Diagram an Egyptian noble's home.
Make maps showing routes of Egyptian commerce and sources of products that Egypt received in trade.

Motion Pictures:

0–717	**Ancient Egypt**	(10 min.)
00–294	**Life in the Sahara**	(14 min.)

TERMS AND VOCABULARY

delta
"gift of the Nile"
shadoof
Menes
polytheism
Osiris
Isis
Ramses II
sarcophagus
pharoah
scroll
mummy
papyrus
Sinai
Book of the Dead
Ra
Hatshepsut
Ikhnaton
dynasty
tomb
pyramid
scribe
sphinx

IV. Southwestern Asia develops a high culture.

- A. Tigris – Euphrates Valley
  - 1. Sumerians
  - 2. Babylonians
  - 3. Assyrians
  - 4. Chaldeans
- B. Phoenicians
  - 1. Alphabet
  - 2. Carriers of civilization
- C. Hebrews
  - 1. Monotheism
  - 2. Old Testament
- D. Aegean culture
  - 1. Cretans
  - 2. Trojans
- E. Hittites
  - 1. Domestication of horses
  - 2. Use of iron
- F. Persia
  - 1. Cyrus
  - 2. Darius the Great
  - 3. Xerxes
  - 4. Zoroaster
    - a. Ahura-Mazda
    - b. High Ideals

Prepare a report on the Rosetta Stone and Behistun Rock.

Visit the William Rockhill Nelson Art Gallery to see the Ancient Middle Eastern Collection.

Model or sketch the Assyrian war machines, the Phoenician ships, or a Sumerian ziggurat.

Motion Pictures:

0–600	**Jerusalem – The Holy City**	(10 min.)
0–745	**Mohammedan World**	(10 min.)

TERMS AND VOCABULARY

Fertile Crescent
"The Garden of Eden"
Hammurabi
Hittites
Nineveh
stylus
Nebuchadnezzar
Israel
Solomon
Philistines
prophets

V. China and India civilizations develop early.
  - A. China
    - 1. Chou Dynasty
    - 2. Chin Dynasty
    - 3. Han Dynasty
  - B. India
    - 1. Dravidians
    - 2. Aryans
    - 3. Caste System
    - 4. Buddhism
    - 5. Maurya Dynasty

TERMS AND VOCABULARY

Yangtze
Buddha
Sanskrit
Rig Veda
Brahmanism
Ganges
Indus
Himalayas
Asoka
Taoism

VI. The Greeks are the first Europeans to attain civilization.
  - A. Indo-Europeans
    - 1. Achaeans
    - 2. Dorians
    - 3. Ionians
  - B. City-states
    - 1. Corinth
    - 2. Sparta
    - 3. Athens
    - 4. Thebes
  - C. Greek religion
    - 1. Polytheist
    - 2. Conversion to Christianity
  - D. Governmental development
    - 1. Monarchy
    - 2. Oligarchy
    - 3. Democracy
  - E. Colonial expansion
    - 1. Greek commerce
    - 2. Greek craftsmanship
  - F. Leadership of Athens
    - 1. Persian Wars
      - a. Battle of Marathon
      - b. Thermopylae
      - c. Defeat of Xerxes at Salamis
    - 2. Athenian leadership
  - G. Age of Pericles
    - 1. Rebuilding of Athens
    - 2. Cultural progress
  - H. Education
    - 1. Spartan education for men
      - a. Survival of the fit
      - b. Educated by the state
    - 2. Athenian education for men
      - a. Pedagogue
      - b. Sophists

Visit the Oriental exhibit at the Art Gallery.

Prepare a report on Confucius and show his influence on family life in China.

Construct a chart showing the caste system of India.

Collect pictures showing primitive conditions in modern day India and China.

Sketch a pagoda.

Make a relief map of Asia.

Clip articles on the religious and political leaders of China and India.

Motion Pictures:

0–829	**Chinese Shadow Plays**	(10 min.)
0–912	**Boy of India**	(11 min.)
00–156	**Farmers of the Middle Ganges Valley**	(20 min.)

Make sketches or models of Greek or Persian weapons.

Make a drawing of the Parthenon.

Sketch the Ionic, Doric, and Corinthian Columns and list some examples of these types of architecture in the Kansas City area.

List Greek leaders under headings indicating their positions and contributions.

Show that there was a beginning of democracy in Athens.

Compare Athens with Sparta.

Explain the Athenian Oath.

Motion Pictures:

0–650	**Ancient Greece**	(10 min.)
00–155	**Greece (today)**	(20 min.)
0X– 88	**Death of Socrates**	(27 min.)
0X–106	**Triumph of Alexander the Great**	(27 min.)

I. Home life
    1. Status of the men
    2. Status of the women
    3. Food
    4. Social life

J. Greek architecture
    1. Ionic
    2. Doric
    3. Corinthian

K. Greek sculpture
    1. Myron
    2. Phidias
    3. Praxiteles

L. Greek literature
    1. Poetry
    2. History
    3. Theater
        a. Writers of tragedy
        b. Writers of comedy

M. Greek Thinkers
    1. Socrates
    2. Plato
    3. Aristotle
    4. Hippocrates

N. Macedonian leadership
    1. Philip
    2. Alexander the Great

TERMS AND VOCABULARY

Acropolis
Aeschylus
Agora
Alexandria
barbarians
Demosthenes
Euclid
Euripides
Hellenes
helots
peers
Sappho
symposium

VII. Rome contributes much to modern day civilization.

A. Leadership of Rome in Italy
    1. Effects of geography
        a. Position in Mediterranean
        b. Po Valley
        c. Apennine Mountains
    2. Early peoples
        a. Latins
        b. Etruscans

B. Roman Republic
    1. Consuls
    2. Plebeians
    3. Patricians
    4. Representative democracy

C. Punic Wars
    1. First Punic war
    2. Second Punic war
    3. Third Punic war

D. Civil strife in Rome
    1. Rise of the senatorial class
    2. Status of the common people
    3. Clash of Julius Caesar and Pompey
    4. End of the republic

E. Government of the emperors
    1. Augustus Caesar
    2. Claudius
    3. Diocletian
    4. Constantine

Start a hall of fame to be added as you study Rome. Retell the legend of the founding of Rome.

Make models or sketches of weapons used in the Punic War.

Add the important Roman leaders to your hall of fame.

Collect pictures showing the power of the Roman Empire.

Sketch or model a Roman house.

Illustrate the Seven Wonders of the Ancient World.

Have a "buzz session" to list the causes of the decay of Rome. List any such causes for decay in our world today.

List some permanent contributions of Greece and Rome to our life today. Find any examples to show the class.

Motion Pictures

0–792	**Rome**	(10 min.)
0–651	**Ancient Rome**	(10 min.)
00–458	**Pompeii and Vesuvius**	(10 min.)
00–458	**Decline of the Roman Empire**	

F. Roman family life
   1. Position of women
   2. Position of the father
      a. Early Roman times
      b. Later Roman times

G. Roman recreation
   1. Festive days
   2. Roman baths
   3. Roman meals
   4. Travel

H. Roman worship
   1. Polytheism
      a. Corresponds to Greek gods
      b. Emperors deified.
   2. Christianity in Rome
      a. Peter and Paul
      b. Persecution by Nero
      c. Refuge in the Catacombs
      d. Christianity becomes state religion.
      e. Organization of the Christian Church

I. The strength of Rome
   1. Roman jurisprudence
   2. Roman engineering and architecture
   3. Greek influence in science
   4. Latin literature
      a. Orations of Cicero
      b. Virgil's *Aeneid*
      c. Poetry of Horace
      d. Livy's *History of Rome*
   5. Decline of the Empire
      a. Weakness with Rome
      b. Teutonic invasions
      c. Effects of invasions
   6. Greatest contributions of Rome
      a. Representative democracy
      b. Latin language
      c. Science of jurisprudence
      d. Architecture

Sketch a Roman soldier and report on his weapons and apparel.

TERMS AND VOCABULARY

tribune
Twelve Tables
Tiber
Zama
Hannibal
Brutus
Mark Antony
pontifex maximus
dictator
Patriarch
bishop
Pope
Jupiter

CULMINATING ACTIVITIES

Show and discuss the film, "Major Religions of the World" as a summary to the study of religion.

Plan a committee report and open discussion on "Early Man's Permanent Contributions to Civilization."

In your opinion, which country or early civilization made the greatest contribution? Why?

Make a poster illustrating the importance of such loyalty pledges as "The American's Creed," "The Athenian Oath," and "The Pledge of Allegiance to the Flag of the United States."

Compare the above with the "Preamble" to the Charter of the United Nations.

Write a short paragraph on what all religions seem to have in common.

Illustrate how we practice tolerance. (Collect any newspaper or magazine articles on this topic.)

Describe any TV or radio program which you feel helpful to good human relations.

Collect and assemble clippings pertaining to religions, early civilizations, or prehistoric men.

Compare the architecture of Egypt, Babylonia, Greece, and Rome.

EVALUATION

Do pupils give evidence in their discussions that they are aware of the specific contributions of early peoples?

Does observation indicate that pupils' attitudes toward races and religions are more tolerant and open-minded?

Is there an increase in pupil skill in map reading and interpretation?

Are pupils responsive in understandings and appreciations of the early development of democracy?

Do pupils reflect an increase in interest in their study of history?

Are pupils able to relate their study of early peoples and institutions to our world today?

RESOURCE MATERIALS

Magenis and Appel (text),	**A History of The World**	American Book
Logasa, Hannah,	**Historical Fiction and Other Reading References for History Classes**	McKinley
Rogers, Adams, Brown,	**Story of Nations**	Holt
Staff of Intergroup Ed.,	**Reading Ladders for Human Relations**	American Council on Ed.
Van Loon, H.W.,	**The Story of Mankind**	Garden City

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

00– 15	**Backward Civilization** (Berbers)	(21 min.)
00–359	**Major Religions of the World**	(20 min.)
0– 16	**World Inheritance**	(10 min.)

PROFESSIONAL AID

Breasted, James,	**Ancient Times**	Ginn
	Compton's Pictured Encyclopedia	Compton
Gardner, Helen,	**Art Through the Ages**	Harcourt Brace
	A Handbook For Social Studies Teaching	Assoc. of Teachers of Social Studies in N.Y.C.
	HOW TO DO IT SERIES	National Council for the Social Studies
	World Book Encyclopedia	Field Enterprises
	Nelson Art Gallery Kansas City, Missouri	

WORLD HISTORY – Adapted Course (Elective) one year

Unit Three: We study the Developing Ideas of Freedom and the Struggle to Establish Them.

Suggested Time – Eleven Weeks

OVERVIEW

Students should recognize in this unit that town life and trade developed in the later Middle Ages; that the Crusades to obtain the Holy Land from the Moslems revealed new civilizations and ideas of progress; and that these factors caused revival of town life and learning.

The search for new trade routes caused England, France, Portugal, Holland, and Spain to explore and settle in the Americas and to establish trade and colonies in Africa and the East. Frequent wars among European leaders resulted from various causes, including desire for power, religious disputes, and struggle for a balance of power. The Hapsburgs, who were heirs of Charles V, dominated Europe.

Students should understand and appreciate the struggle against dictatorship toward freedom and democracy. This struggle included revolutions in the American colonies, in France, and in Latin America. English achievements in representative government produced some of our greatest safeguards of freedom. A study of the long effort to win these rights should add to the students' understanding and appreciation of the freedoms hard won.

Developments in science and a revival in learning changed the lives of the people throughout the world.

SPECIFIC OBJECTIVES

1. To develop student understanding of the causes for reform and their application today
2. To achieve awareness on the part of the students of the emergence of learning, representative democracy and freedom, and nationalism
3. To show the part that leaders and people played in the developments and achievements which we tend to take for granted

OUTLINE OF CONTENT

I. The Middle Ages slowly brings changes.

  A. Western civilization slows down
    1. Germanic hordes
      a. Barbaric
      b. Linguistic difference
    2. Frankish Kingdom
      a. Clovis
      b. Pepin the Short
      c. Charlemagne
      d. Successors of the kingdom of Charlemagne

  B. Events in the East
    1. Able rule of Justinian
    2. Rise of Mohammedanism
      a. Flight from Mecca to Medina
      b. Spread of Mohammedanism
      c. Moorish culture
      d. Baghdad
    3. Emergence of Russia
      a. Northmen
      b. Tartars
      c. Ivan, the Great

  C. Domination of the Christian Church
    1. Power of the church
      a. Accumulation of wealth
      b. Origin of monasticism
      c. Rule of Benedict-order
    2. Outstanding Popes
      a. Leo I
      b. Gregory, the Great
      c. Innocent III
    3. Church control of education
      a. Church schools
      b. Universities
      c. Outstanding scholars
      d. Education for girls

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Describe briefly the changes made in the Roman civilization as a result of the Germanic invasions.

Show how the geography of Arabia contributed to the type of civilization found there.

On a map of Western Europe show how the Christian Church dominated life in this geographic area.

Compare medieval schools with modern schools.

List the contributions of the medieval church to the world.

State the causes for the growth of feudalism in Western Europe.

Show how geography was a basis of historical development in England, France, and the Holy Roman Empire.

Describe some of the great leaders of early England and France.

4. Architecture in church buildings
   a. Romanesque
   b. Gothic
5. Division in the Christian Church
   a. Orthodox
   b. Roman Catholic
6. The Crusades
   a. Urban's call to Clermont
   b. Motives of the Crusaders
   c. The First Crusade
   d. The Third Crusade
   e. Results of the Crusades

D. Feudalism
   1. Division of the land
   2. Becoming a vassal
   3. Power of the king
   4. Truce of God
   5. Castles of the lords
   6. Knighthood in flower
   7. Position of the serf

E. Medieval town life
   1. Origin of towns
   2. Political importance of towns

F. Trade in medieval times
   1. The lack of trade
   2. The Hanseatic League
   3. Guilds and crafts
   4. New middle class

G. Emergence of western nations
   1. National unity in England
   2. Feudalism and geographic handicaps in unifying France
   3. Absolute rulers in Spain
   4. Hindrance of nationalism in the Holy Roman Empire

H. Slow but radical changes in Asian culture
   1. Chinese culture
      a. T'ang Dynasty
      b. Sung Dynasty
      c. Yuan Dynasty
      d. Ming Dynasty
   2. Japanese culture
      a. Before Chinese influence
      b. Chinese influence
      c. Feudalism
      d. Shogunate
   3. Indian culture
      a. Gupta Dynasty
      b. Moslem invaders

I. Civilizations of the Western Hemisphere
   1. Migration from Asia
   2. Mayan Civilization
   3. Aztec civilization

VOCABULARY

Magna Carta
ordeal
compurgation
wager of battle
Count
temporal power of popes
Teutonic
Leif the Lucky
Eric the Red
Vistula
Oder
mosaics
Koran
Mohammed
Charles Martel
Moses
Orthodox Church
Strait of Bosporus
Rurik
Mongols
Byzantium
Buddhism
friar
hermit
heretic
heresy

On a map of Central and South America show the lands of the Aztecs, Mayas, and Incas.

Using a chart form, show the leaders of early Japan, India, and China and the contributions of their leaders.

Motion Pictures:

0X– 11	**Crusades, Medieval**	(27 min.)
00–430	**Medieval Guilds**	(21 min.)
00–431	**Medieval Knight**	(22 min.)
00–432	**Medieval Manor**	(21 min.)

VOCABULARY (Continued)

monks
monastery
nun
convent
Avignon
Richard the Lion-Hearted
Canterbury
chastity
Vatican
manor
moat
fief
drawbridge
barons
Moors

II. The Renaissance develops new horizons.

- A. Revival of learning and the arts
  1. Political writings of Machiavelli
  2. Revival of classical learning
  3. Rise of national languages
  4. Renaissance art and architecture
  5. New methods in science
- B. Search for wealth and discovery of new lands
  1. Rise of capitalism
  2. Age of discovery
     - a. Marco Polo
     - b. Portuguese explorations
     - c. Spanish explorations
     - d. English explorations
     - e. French explorations
  3. Defeat of the Spanish Armada
- C. Influence of the Renaissance on religion
  1. Economic causes of the Reformation
  2. Political causes of the Reformation
  3. Religious causes of the Reformation
  4. Luther leads the way
     - a. Diet of Worms
     - b. Peasants' Revolt
     - c. Peace of Augsburg
  5. Calvinism in Switzerland
     - a. Zwingli
     - b. Calvin
     - c. Edict of Nantes
  6. Church of England
     - a. Henry VIII (1509–1547)
     - b. Edward VI (1547–1553)
     - c. Mary Tudor (1553–1558)
     - d. Elizabeth I (1558–1603)
  7. Jesuits

See text.

Make a chart on the Renaissance, its leaders and their contribution.

List the results of the period of exploration on Europe.

Discuss: Was the breaking up of the guild system good or bad in the progress of civilization?

What name would you have given America if you had had the privilege of naming it? Why?

State three chief causes for the Protestant revolt.

Describe the Reformation's influence on religion.

Emphasize map study.

Motion Pictures:

0–676	**Renaissance**	(10 min.)
00–435	**Reformation, The**	(14 min.)
00–395	**Marco Polo's Travels**	(19 min.)

VOCABULARY

bourgeoisie
The Divine Comedy
Erasmus
humanists
Geoffrey Chaucer
Dante
Francis Bacon
Cervantes
Ben Jonson
William Shakespeare
Leonardo da Vinci
Michelangelo
Anthony Van Dyck
arch and dome
St. Peter's Cathedral
St. Paul's Cathedral
Nicolaus Copernicus
Roger Bacon
Galileo
Johann Gutenberg
capitalism
journeyman
Ferdinand Magellan
Montezuma
Vasco da Gama
Ponce de Leon
Hernando Cortez
Book of Common Prayer
papal bull
indulgences
Vulgate
John Wycliffe
Anne Boleyn
John Huss
Ninety-five Theses
penance
Peace of Westphalia

III. Kings in Europe change status.

A. England under the Stuarts
   1. James I
   2. Charles I
   3. Kingless Decade
   4. Charles II
   5. James II
   6. William and Mary
   7. Queene Anne

B. Political developments in England
   1. Magna Carta (1215)
   2. Petition of Right (1628)
   3. Bill of Rights (1689)
   4. Role of Parliament
   5. Emergence of the cabinet system

C. Trends in government, art, science, and religion
   1. Mercantilism
   2. Adam Smith's opposition to mercantilism
   3. Puritan movement and reaction to it
   4. Paintings of Reynolds and Gainsborough
   5. Scientific academies founded
   6. Separatists

D. Rivalry between the Hohenzollerns and the Hapsburgs
   1. Division of the Holy Roman Empire
   2. Loss of Hapsburg prestige under Philip II of Spain
      a. Loss of Holland
      b. Strained relations with England
   3. Further loss of prestige during the Thirty Years' War
      a. Gustavus Adolphus
      b. Treaty of Westphalia
   4. War of the Austrian Succession
   5. Seven Years' War
      a. French and Indian War
      b. Clive in India
      c. Alignment in Europe
   6. Germans add much culture
      a. Reaction to Lutheranism
      b. Music of Handel, Bach and Mozart

E. Monarchy gains strength in France
   1. Francis I
   2. Henry IV
   3. Louis XIII
   4. Louis XIV
   5. Louis XV

F. Autocracy in Russia
   1. Eastward expansion under Ivan
   2. Westward interest under Peter the Great
   3. Russian despotism established under Catherine II

G. Summary of progress made during the 17th and 18th centuries

VOCABULARY

"divine right of kings"
habeas corpus act
Royal Society
High Church
laissez faire
cabinet
prime minister
Puritan
John Locke
John Bunyan
Oliver Cromwell
William Penn
Jonathan Swift
"Black Hole" of Calcutta
Inquisition
Pragmatic Sanction
"Window to the West"
tsar

See text.

Explain the following quotation of James I: "Kings have power of raising and casting down, of life and death over all their subjects, and yet accountable to God only."

Account for the rise of national states and powerful ruling families.

Chart democratic and un-democratic elements in the British government around the middle of the eighteenth century.

On a map of Europe point out the development of nations.

From what you have read about the French kings from Francis I to Louis XIV, which one do you think was the best king? Why?

On a map of Europe show the western and southern boundaries of Russia at the beginning of the reign of Peter the Great and at the end of the reign of Catherine II.

On a map of Poland and surrounding territory point out what countries control various areas today.

Prepare a report on the leadership and contributions of Peter The Great.

Which of the following persons advanced the cause of liberty: Catherine II, Charles I, Charles V, Oliver Cromwell, The Great Elector, Henry IV, James II, John Locke, Louis XV, John Milton, Peter I, Philip II, Rousseau, Voltaire? How?

Motion Pictures:

0–490	**British Isles**	(11 min.)
00– 19	**Britain and Her Empire**	(17 min.)

VOCABULARY (Continued)

autocracy
Maria Theresa
Pietists
Cossacks
Voltaire

IV. There are struggles for freedom in Europe and America.

- A. Ties with England loosen
  - 1. British policy prior to 1763
  - 2. New British policy after 1763
  - 3. Resentment by the American colonists
- B. The Colonists rebel against England
  - 1. Causes of the American revolt
  - 2. Declaration of Independence
  - 3. Defeat of the British at Yorktown
  - 4. Effects of the American Revolution
- C. French fight for liberty
  - 1. Discontent with the old regime
    - a. Class distinction
    - b. Louis XVI
    - c. Marie Antoinette
    - d. Lavish spending
  - 2. National Assembly
    - a. Storming the Bastille
    - b. Declarations of the Rights of Man
    - c. Constitution of 1791
  - 3. Reign of terror
    - a. Leadership of Robespierre
    - b. Death of Marie Antoinette
    - c. Slogan of "Liberty, Equality, Fraternity"
  - 4. The Napoleonic period
    - a. Directory gives way to Napoleon
    - b. Napoleon becomes Emperor of France
    - c. Strength and weakness of Napoleonic era
- D. Congress of Vienna
  - 1. Dominance of Metternich
  - 2. Legitimacy, compensation and guarantees
- E. Series of revolts in Europe
  - 1. Revolts in Spain, Sicily, and Greece
  - 2. Revolutions of 1830
  - 3. Revolutions of 1848
- F. Latin American revolutionary period
  - 1. Throwing off the yoke of Spain and Portugal
    - a. Francisco de Miranda
    - b. Father Hidalgo
    - c. Simon Bolivar
    - d. Dom Pedro II in Brazil
  - 2. Pronouncement of the Monroe Doctrine

VOCABULARY

writs of assistance
Thomas Paine
Articles of Confederation
Baron de Montesquieu
John Locke
Benjamin Franklin
First Estate
Second Estate
Third Estate
coup d' etat
puppet state
plebiscite
"scorched earth"
Rousseau
legitimacy
compensation
guarantees
Holy Alliance
status quo
abdicate
Quadruple Alliance
balance of power
Louis Napoleon
Talleyrand

See text.

On a map of Europe label France, Spain, Great Britain, Holy Roman Empire, Austria, Russia, Sardinia, and Prussia. Indicate the countries Napoleon was unable to conquer. Show the parts of Europe he ruled or conquered by 1811.

State six policies of Great Britain which the American colonies resented.

Who were some of the most important leaders in our War for Independence? Explain.

Upon what basic principles was our republic founded?

What was done about each of the evils of the "Old Regime" by the French Revolution?

Choose the three main ideas of the **Declaration of Independence** and the **French Declaration of the Rights of Man**. Use actual quotations.

List five reforms on each of the following periods: Our War for Independence, French Revolution, Napoleon in France, Napoleon in Europe.

Describe the nature and success of the revolutions of the 1820's, revolutions of 1830, and the revolutions of 1848.

On a map of Central and South America label the countries that gained their independence from Spain and Portugal. Show Mexico City, Panama, Lima, Santiago, Buenos Aires, Rio de Janeiro, and Havana. Label the three chief rivers of South America, Cape Horn, and the Andes Mountains.

Show on the map the location from which nitrates, copper, tin, gold, silver, and petroleum are obtained. Also label the pampas grasslands.

Discuss the underlying and immediate causes for revolutions in Latin America.

Be able to give a floor talk on the four most important leaders in freeing Latin American Republics.

Discuss the causes of and the chief points in the Monroe Doctrine.

Give reasons why the Latin American republics did not form a United States of Latin America as the thirteen colonies formed the United States of America.

List the chief products that the United States obtains from Latin America.

What have been the United States' policies in the affairs of the Latin American Republics?

Motion Picture

00–556	**French Revolution**	(16 min.)

VOCABULARY (Continued)

Simon Bolivar
Jose de San Martin
Colossus of the North

CULMINATING ACTIVITIES

On a map of the world locate areas in which there were developments of national states. Use symbols to show specific products of industry for world trade.

Summarize some of the leading achievements and democratic developments of this period of history.

Construct a time line showing the chief developments in Unit Two.

What important leaders would you select in this period in the growth of national states, freedom, and industry and trade? Why?

Discuss quotations from the **Declaration of Independence** and the French **Declaration of the Rights of Man,** and John Locke, James I, and Simon Bolivar.

List specific examples of progress in science and invention, art, democracy, and exploration.

What were basic causes for the breaking up of the manorial system, the emergence of national states, exploration and trade, and the development of democracy?

EVALUATION

Is there a further increase in pupil skill in map reading and interpretation of historical developments?

Do pupils show in their attitudes, discussions, and test results that they know and understand man's earlier struggle for democracy and freedom?

Are students appreciative and aware of industrial, cultural, and scientific achievements of the Western world?

Have pupils a knowledge of the people who have made great cultural, religious, economic, and scientific contributions?

Do pupils show a critical evaluation in their discussions of historical developments in this unit?

RESOURCE MATERIALS

Magenis and Appel (text),	**A History of the World**	American Book
Davis, William,	**Whirlwind**	Macmillan
Komroff, Manuel,	**Napoleon**	Messner
Waugh, Elizabeth,	**Simon Bolivar: A Story of Courage**	Macmillan

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

0–602	**Meaning of Feudalism**	(10 min.)
0X–111	**Renaissance**	(26 min.)
00–436	**Rise of Nations in Europe**	(14 min.)

PROFESSIONAL AIDS

Andrews, Frank,	**For Charlemagne**	Harper
Chandler, Anna,	**Dragons on Guard**	Lippincott
Janeway, Elizabeth,	**The Vikings**	Random House
Komroff, Manuel,	**Marco Polo**	Messner
Madelin, Louis,	**Talleyrand**	Roy Publishers

WORLD HISTORY – Adapted course (Elective) one year

Unit Four: We Learn How Advance in Science and Industry Led to Imperialism.

Suggested Time – Seven Weeks

OVERVIEW:

Unit Four includes a background of evolutionary developments for today's world. We face today's problems of space exploration; in the 15th century others faced problems and purposes in world discoveries and exploration. Today, we face problems caused by automation; in the past the factory system brought with its achievements many complex problems. In the past, several solutions to economic problems have been advocated.

Imperialism in the past has meant that countries became strong and dominant through colonies and trade (territorial and economic imperialism). Today, imperialism and colonization through aggression are unacceptable to the majority of nations. The theory of self-determination by nations is fundamental.

SPECIFIC OBJECTIVES:

To give the student an appreciation and understanding of the scientific basis for our standard of living and its development in other countries

To develop in the student an understanding of the historical background of communism

To describe imperialism: its causes, aims, and problems

To understand the problems which arose as a result of the Industrial Revolution and the several solutions offered

OUTLINE OF CONTENT

I. The new world of industry develops.

- A. Machine age
  1. Revolution in the textile industry
     - a. Flying shuttle
     - b. Spinning jenny
     - c. Water frame
     - d. Spinning mule
     - e. Power loom
     - f. Cotton gin
  2. Basic materials in industry
     - a. Coal
     - b. Steel
  3. Improved transportation and communication
     - a. New methods of road building
     - b. Invention of steamboat
     - c. Building of railroads
     - d. Mass production of automobiles
     - e. Improvement of communication
     - f. Arrival of air travel
     - g. Transition to the jet and space age
  4. Changes in business methods
     - a. Specialization of labor
     - b. Mass production and assembly line
     - c. Spread of industrial techniques to underdeveloped countries
  5. Changes in agriculture
     - a. New machines
     - b. Crop rotation
     - c. Improved land
     - d. Breeding of plants and animals
     - e. New methods of preserving farm products
     - f. Discovery of new by-products of farm crops
- B. Effects of industry and science upon man's way of life
  1. Home life
     - a. Development of slum areas near industry
     - b. Development of residential areas
     - c. Effects of improved transportation

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Imagine that you are living in the period of the Industrial Revolution and are asked to give a talk on the achievements of your time. Prepare an outline of such achievements in industry, transportation, communications, and agriculture.

Prepare an oral report on the effects of science and industry that a contemporary might find in the homes, recreation, government, literature, and the arts.

How might Bismarck, a conservative, defend his position in giving social legislation to the workers of Germany?

If you were living in this period, what governmental reforms would you consider most important as aids for working people?

Discuss some of the leaders of socialism in nineteenth century Europe and the ideas which they proposed.

What new ideas were advanced by Goethe and Nietzsche?

on the slum areas

2. Improved standard of living
    - a. Change in recreation
    - b. Rise of a wealthy middle class
    - c. Status of the factory workers
3. Attempt at solution of the problems of the workers
    - a. Formation of labor unions
    - b. Political rights of workers
    - c. Legislation on social betterment
    - d. Advances in education
    - e. Housing projects of employers
    - f. Clearance of slums
    - g. Organization of co-operatives
    - h. Rise of socialism
4. Experimentation in natural science
    - a. Emergence of the naturalist during the 18th century
    - b. Specialization of Sir Charles Lyell in geology
    - c. Theory of evolution by Darwin
5. Discoveries in physical science
    - a. Experiments in electricity
    - b. Invention of the telegraph
    - c. Invention of the telephone
    - d. Invention of the dynamo
6. Advances in the prevention of disease
    - a. Anesthetics
    - b. Antiseptics
    - c. X-ray
    - d. Radium
    - e. Vaccination

C. Influence of industry and science on literature and the arts

1. Writers of the romantic mood
    - a. Sir Walter Scott
    - b. Alfred Lord Tennyson
    - c. William Wordsworth
    - d. Robert Browning
    - e. Johann Wolfgang Von Goethe
    - f. Johann Schiller
    - g. George Eliot
    - h. Victor Hugo
    - i. Alexander Dumas
    - j. Alexander Pushkin
    - k. Ivan Turgenev
2. Writers of realism
    - a. Anatole France
    - b. Thomas Hardy
    - c. George Bernard Shaw
    - d. H.G. Wells
    - e. Henrik Ibsen
    - f. Count Leo Tolstoy
3. Artists of the romantic mood
    - a. German composers
    - b. Musicians of other countries
    - c. Romantic painting
        - (1) Impressionism
        - (2) Illustration
        - (3) Architecture
4. Development of materialism
    - a. Effect of materialism upon religion
    - b. Study of social problems
    - c. Founding of psychoanalysis
    - d. Founding of psychology

Trace the leadership and development in the unification of Germany.

Trace the leadership and development in the unification of Italy.

Compare the early governments of Germany and Italy.

Account for the admiration of Garibaldi.

Why did Cavour insist on making his government liberal and his country economically sound before unification?

In your opinion was it wise or unwise for the German government to discipline the people severely? Apply your conclusion to governments today.

Motion Pictures:

0–525	**Capitalism**	(11 min.)
0– 98	**Development of Transportation**	(11 min.)
0– 97	**Development of Communication**	(11 min.)

VOCABULARY

interchangeable parts
capital
Atlantic cable
water frame
threshing machine
combine
Communist Manifesto
proletariat
evolution
survival of the fittest
realism
poet laureate
Alexander Graham Bell
Henry Bessemer
John Macadam
Samuel Slater
Guglielmo Marconi
Jethro Tull
Louis Pasteur
Charles Goodyear
Karl Marx
Cyrus Field
Count Volta
Fredric Chopin
James Whistler
Sigmund Freud
Robert Koch

II. Imperialism, nationalism, and democracy develop in different ways in different countries.
  A. Unification of Germany and Italy
    1. Prussia's leadership
      a. Rivalry of Austria
      b. Formation of the Zollverein
    2. Leadership ability of Bismarck
      a. Solution by "Blood and Iron"
      b. War with Denmark
      c. Franco-Prussian War
      d. Emergence of the German Empire
    3. Continued militarism of the German Empire
      a. Domination by Prussia
      b. Militarism
      c. Triple alliance
    4. Creation of the Austro-Hungarian Empire
      a. Spirit of nationalism
      b. Formation of the Dual Monarchy
    5. Disunity of Italian states
      a. Early leadership of Guiseppe Mazzini
      b. Leadership of Count Camillo di Cavour
      c. "Red Shirts" of Guiseppe Garibaldi
      d. Results of The Seven Week's War
    6. Italy in world affairs
      a. Domestic problems
      b. Foreign affairs
  B. Strengthening and growth of democracy
    1. Reforms in Great Britain
      a. Reform Bill of 1832
      b. Negro slavery abolished in 1833
      c. Rule of Queen Victoria
      d. Leadership of Gladstone and Disraeli
      e. Reform Bill of 1867
      f. Adoption of the secret ballot
      g. Universal suffrage
      h. Development of the Labor Party
      i. Leadership of David Lloyd George
    2. The Third French Republic
      a. Government
      b. Factions in France
      c. Economic improvements
      d. Education
    3. Democracy and unity in the United States
      a. Articles of Confederation
      b. Federalist party
      c. Democratic-Republican Party
      d. Age of Jackson
      e. Social reforms
      f. War between the States

See text.

List the social reforms in England that took place between the Congress of Vienna and World War I.

Evaluate progress of France between 1870 and 1914 as to: stability of the governments, relation between church and state, prosperity, and education.

Tell how each of the following persons or groups listed secures his position in England: king, prime minister, cabinet, House of Lords, House of Commons. List comparable positions in France and U.S. and tell how each secures his position.

Explain the meaning of the following questions:

> "Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave." Lord Brougham
>
> "Those who give us essential liberty to purchase a little temporary safety deserve neither liberty or safety." Benjamin Franklin
>
> "England is the mother of Parliaments."
> John Bright

On a map of the Balkans in 1914 label various countries.

State causes for the breakup of the Turkish Empire.

Account for the causes for the early Japanese policies toward other nations. Be specific.

State the main results of: The Opium Wars, The "Open Door Policy," and the Boxer Rebellion.

    g. Later social reforms
    h. Extension of the right of suffrage
    i. Immigration
4. Governments in transition
    a. Turkish rule of the Balkans
    b. Crises in the Balkans
    c. Revolts against Russian autocracy
    d. Democracy in Scandinavia
    e. Dissolution of the United Netherlands
    f. Backwardness of Spain and Portugal
    g. Emergence of Japan from her isolation
    h. Overthrow of the Manchus in China
5. The British Empire and her interests
    a. Canada
    b. Australia
    c. New Zealand
    d. The Irish problem
    e. South Africa
    f. India
    g. Persia and Afghanistan
    h. Egypt
6. The French Empire
    a. Northern Africa
    b. Equatorial Africa
    c. French West Africa
    d. Madagascar
    e. Indo-China
7. United States expands
    a. Alaska
    b. Hawaii
    c. Spanish-American War
    d. Panama Canal
    e. Virgin Islands
8. Other imperial ambitions and demands
    a. Belgium in Africa
    b. Italy in Africa
    c. German demands
    d. Japan in Asia

VOCABULARY

papal states
Otto von Bismarck
Junker class
kaiser
"Young Italy"
chancellor
Diet
North German Confederation
Napoleon III
Victor Emmanuel
bloc
cabinet
rotten boroughs
Thomas Jefferson
Horace Mann
John Marshall
Prince Albert
Boxers
buffer state
"sick man of Europe"
Sun Yat-Sen
Opium wars
Shintoism
Mikado
Matthew Perry
Duma
"White man's burden"
"place in the sun"
William Pitt
Cecil Rhodes
"bush"

Which countries adjust better to self-government, those that come into it gradually or those that come into it suddenly? Why? Relate to new independent countries being formed today.

How can nationalism be a disruptive force or a unifying force? Give examples.

List the causes for imperialism. Give examples of two kinds of imperialism (territorial and economic).

What advantages did the British spheres of influence in 1914 provide the British Empire? Give examples of countries and government.

In what way was Great Britain wiser in her government of Canada, New Zealand, Australia, and South Africa than she was with our thirteen colonies? Why?

Discuss whether you think one country should rule another. How did our treatment of the Philippines turn out? Why?

Motion Pictures:

0–941	**Western Europe**	(11 min.)
00–389	**France and Its People**	(14 min.)
00–467	**Germany: People of the Industrial West**	(17 min.)
0–828	**British Isles: Land and People**	(11 min.)
00– 19	**Britain and Her Empire**	(17 min.)

CULMINATING ACTIVITIES

Plan a panel discussion and/or open forum on the Industrial Revolution – its nature, its causes, and the good and the bad effects of the machine age.

Using a large sized economic chart, point out the leading facts on the developments in science and invention. Draw conclusions affecting life of people and standard of living.

Show some culminating films on leaders of the period developed in Unit Three.

Debate the subject: Resolved: That imperialism was a natural and necessary development in the growth of nations (latter part of 19th century and early part of 20th century). Be definite by giving examples.

Show that good reforms often evolve from such periods as those of the Dark Ages, dictatorships, revolutions, wars, and periods of oppression. Cite reforms and examples from the historical record to prove your points.

EVALUATION

Determine through observation of class discussion and pupil attitudes their historical knowledge and critical thinking on: **imperialism, nationalism,** and **democracy.**

Evaluate through learning experiences and activities the ability of pupils to arrive at sound conclusions and concepts concerning our scientific and machine age (i.e. pupils should interpret the present in the light of the past and be able to project into the future).

Observe the ability of pupils to study and discuss wars, revolutions, and even religions and economic discords so as to emerge with the recognition that through these movements come reforms and ultimate achievements.

Give unit test on Unit Four, including an essay question or two. Devise some testing items on attitudes. Analyze test results to do any retesting that you feel may be necessary to improve faulty attitudes held.

RESOURCE MATERIALS

Magenis and Appel (text),	**A History of the World**	American Book
Bachman, Frank,	**Great Inventors and Their Inventions**	American Book
Baker, Nina Brown,	**Sun Yat-Sen**	Vanguard Press
Beard, Annie,	**Our Foreign Born Citizens: What They Have Done For Us**	Crowell
Garland, Joseph, M.D.,	**The Story of Medicine**	Houghton, Mifflin
Strachey, Giles,	**Victoria, Queen of Great Britain**	Harcourt Brace
Trevelyan, George Macaulay,	**English Social History**	Longmans Green
Wong, Su-Ling,	**Daughter of Confucius**	Farrar, Straus and Young

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

0–209	**Industrial Revolution**	(11 min.)
00–436	**Rise of Nations of Europe**	(14 min.)
0–358	**Science and Superstition**	(10 min.)
0–397	**Story of Dr. Jenner**	(10 min.)

PROFESSIONAL AIDS

Churchill, Sir Winston,	**History of English Speaking Peoples**	Dodd, Mead
Daugherty, James H.,	**Magna Carta**	Random House
Stuart, J. L.,	**Fifty Years In China**	Random House
Taylor, Alan J.P.,	**The Course of German History**	Coward–McCann

WORLD HISTORY – Adapted course (Elective) one year

Unit Five: How Twentieth Century Wars Bring Some Advances and Yet Harm Our Lives.

Suggested Time – Three Weeks

OVERVIEW

Students should recognize in this unit that making the world safe for democracy is the recurring duty of each generation; that progress and advancements as well as costs and value losses may come from a wartime speed-up; that an economic war may be as dangerous as military hostilities; and that in each case the wars leave behind problems difficult to settle.

The war time periods may be contrasted as to means of warfare, groups involved, and the rules under which the operations were carried out. In each case an international body was established, through the nations and peoples generally did not show the same willingness to cooperate and sacrifice as they had under the pressures of war.

The between-wars period was marked by a world depression. Unscrupulous leaders offered economic improvement and settled conditions at the expense of individual liberty. The democracies concerned with their own problems and hesitant about the ethics of their own position were slow to state and stand for their beliefs.

It should be emphasized that today's problems are rooted in problems of the early 1900's and their handling and proposed solutions are influenced by the success or failure in dealing with the earlier problems.

SPECIFIC OBJECTIVES

To develop in students recognition that military and economic wars leave behind problems difficult to solve

To stress the fact that each generation must take its turn at making the world safe for democracy

To show that the solutions we seek for problems come from earlier experiences

To help students recognize that personal liberty requires the assuming of personal responsibility

OUTLINE OF CONTENT

I. The world is in turmoil.

- A. Attempts to bridge suspicion between nations
  1. Diplomatic relations
  2. International law
  3. Balance of power
  4. Alliances (19th Century)
     - a. Triple Alliance
     - b. Triple Entente
  5. Congress of Vienna (1815)
  6. International Court of Arbitration (1899)
- B. Deep-seated causes of World War I
  1. Nationalism
  2. Imperialism
  3. Militarism
  4. System of alliances
  5. Boundary disputes
- C. Alignment of nations and sequence of events
  1. Murder of Archduke Ferdinand in Sarajevo
  2. Declaration of war on Serbia on July 28, 1914
  3. Mobilization of Russian army
  4. German declaration of war on Russia
  5. German declaration of war on France
  6. German violation of Belgian neutrality
  7. English declaration of war on Germany
  8. Japanese declaration of war on Germany
  9. Alignment of Turkey with Austria and Germany
  10. Conquest of Belgium
  11. Defeat of Russia
  12. Entrance of China
  13. Entrance of Italy
  14. German offensive
  15. Use of new instruments of war
- D. Reasons for intervention of the United States
  1. Difficulty in maintaining neutrality

LEARNING EXPERIENCES AND ACTIVITIES

See text.

State in chart form the underlying and immediate causes of World War I. Give examples or incidents of each cause. Why did America enter World War I?

What were the provisions of the Treaty of Versailles that were particularly objectionable to the Germans? Why?

Discuss leaders of various countries in the period of World War I.

On a map of Europe point out the countries which came into existence as a result of World War I.

Prepare a thumb sketch diagram of the League of Nations. In what ways did it achieve some of the things it was set up to do?

Motion Pictures:

00–161	**War Came To America, Part I**	(20 min.)
00– 21	**Causes and Effects of World War I**	(23 min.)

2. Sinking of the Lusitania
3. Brutal treatment of the Belgians
4. Financial interests in allied victory
5. German promises to Mexico
6. Allied propaganda in U.S.A.
7. Result: declaration of war on April 6, 1917

E. Wilson's fourteen points

F. German successes

G. Surrender of the Central Powers

H. Peace of Paris
   1. The Big Four
   2. Terms of the Treaty
   3. Dismemberment of Austria-Hungary

I. League of Nations
   1. United States not a member
   2. Membership of sixty-two nations
   3. Accomplishments

J. Other attempts at peaceful settlement of problems
   1. Permanent Court of International Justice
   2. Locarno Pacts
   3. Washington Arms Conference
   4. Pact of Paris
   5. Reduction of war debts

VOCABULARY

- balance of power
- convent
- reparations
- Aristide Briand
- ultimatum
- no man's land
- Flander's Field
- Big Four
- Allies
- World Court
- Triple Alliance
- mandates
- demilitarize
- Saint Mihiel
- Battle of the Marne
- Montenegro
- David Loyd George
- Georges Clemenceau
- Woodrow Wilson
- Treaty of Versailles
- Ferdinand Foch
- John J. Pershing
- Kaiser William II
- Henri Petain
- Trieste

II. Prior to World War II dictatorships arose.

See text.

A. Happenings in Russia
   1. The Bolshevik Revolution
   2. Period of Lenin
   3. Banishment of Trotsky
   4. Dictatorship of Stalin

List some of the important political and economic changes in Russia from 1917 to 1933.

B. Rise of Mussolini in Italy
   1. Rise of fascism
   2. Title of Il Duce
   3. Concordat with the Pope
   4. Militarism
   5. Loss of personal liberties

Why did the German Republic fail? Give examples of problems and causes for weakness.

Show in chart form the strengths and weaknesses of Japan at this period.

C. Failure of the German Republic

D. Dictatorship of Adolph Hitler
   1. *Mein Kampf*
   2. The Third Reich
   3. The storm troopers
   4. Title of Fuehrer
   5. Economic changes in Germany
   6. Preparation for war

Show on the blackboard or in poster form the nature of the governments of Russia, Italy, Germany, Japan, Poland, Yugoslavia, Turkey, and Spain.

As a reformer, what did Mustapha Kemal accomplish?

E. Japanese militarists on the march
   1. The Japanese Empire
      a. Strength in the Pacific
      b. Worship of the Emperor

Trace the major steps in Hitler's rise to power in Germany.

2. Attacks on Manchuria
3. Empire of Korea, Formosa, and Port Arthur

F. Dictators control other countries
   1. Pilsudski in Poland
   2. Absolute rule of Alexander in Yugoslavia
   3. Russification of the Baltic States

G. Threatening of democracy by the dictators

VOCABULARY

Red Revolution
dictatorship
Tsar
Czar
Bolshevik
Blackshirts
chancellor
Reichstag
Soviet
rightists
Ignace Padrewski
Hirohito
Weimar
"Polish Corridor"
totalitarian
Politbureau
Reichsrat
socialist
kulaks
Falange
coup d'etat

III. The democracies had many problems.

A. Great Britain
   1. Drain of World War I
   2. Economic ills of Britain
      a. Under MacDonald
      b. Under Baldwin
      c. Under the Coalition Cabinet
   3. Relationship with other countries
      a. With Italy
      b. With Germany
      c. With Russia
   4. Weakening of the British Empire
      a. Eire
      b. Egypt
      c. India
      d. South Africa
   5. Growing importance of Canada
   6. Statute of Westminister

B. French fear of Germany
   1. Instability of government
   2. Uncertain foreign policy
   3. French colonial system

C. Democracy in Europe
   1. Scandinavian countries
   2. Belgium
   3. The Netherlands
   4. Switzerland
   5. Finland
   6. Austria
   7. Czechoslavakia

D. Post-war problems in the U.S.A.
   1. Isolationism
   2. Economic conditions
   3. The New Deal
   4. Foreign policy
   5. The Philippines

E. Failure to unite China
   1. Dr. Sun Yat-sen
   2. General Chiang Kai-shek
   3. Nationalism and imperialism in China

F. Developments in science
   1. Chemistry
   2. Medicine
   3. Transportation
   4. Communication

Motion Pictures

00–98 **Rise and Fall of Nazi Germany** (17 min.)
0X–90 **Rise of Adolph Hitler** (27 min.)

See text.

Show on a map of the world the leading democracies and dictatorships of the world in 1941.

Discuss the French blocs in government and the relationship of France and Germany.

Why could a President of the United States not gain power as Hitler did in Germany?

List some definite advances in man's culture as a result of World War I, including some leaders in these achievements.

How did the development and improvement of the automobile affect other types of work in the United States?

List three uses of atomic energy other than for destructive purposes.

State five scientific advances you think important between World War I and World War II. State ways in which conditions were bad at that time.

- G. World-wide depression
  - 1. Stock market crash in 1929
  - 2. Depression in other countries
- H. New styles in the arts
  - 1. Music
  - 2. Painting
  - 3. Architecture
  - 4. Literature
- I. Formal education
  - 1. Education in democracies
  - 2. Education under dictators
  - 3. Period of darkness and light

VOCABULARY

"Italian Lake" (Mediterranean)
Coalition
Eamon De Valera
Mohandos Gandhi
Pandit Nehru
Hindus
liberal
conservative
Anchluss
medical assistance
Edward Benes
Thomas Masaryk
isolationism
Kuomintang
Lebensraum
Mare Nostrum
Jan Smuts
Maginot Line
War Lords
England's life line
anamos
Richard Byrd
George Bernard Shaw
Eugene O'Neill
Frank Lloyd Wright

- IV. Deadly war encircles the globe.
  - A. Unchecked aggression leads to World War II
    - 1. Japan versus China
    - 2. Hitler versus the Treaty of Versailles
    - 3. Mussolini versus Ethiopia
    - 4. Hitler in the Rhineland
    - 5. Dictators and the Spanish Civil War
    - 6. Japan in China
    - 7. Hitler versus Austria
    - 8. Hitler versus Czechoslavakia
  - B. The Nazis sweep westward
    - 1. Standstill of the aggressiveness of Hitler during the winter of 1939–1940
    - 2. Defeat of the Scandinavian countries
    - 3. Defeat of the "low countries"
    - 4. Crossing the Maginot line
    - 5. Retreat at Dunkerque
    - 6. Capitulation of France
    - 7. Battle of Britain
  - C. Hitler in Greece and North Africa
    - 1. Italy and Germany in Greece
      - a. Aid by the British
      - b. Retreat to Crete
    - 2. General Erwin Rommel in North Africa
  - D. Spread of the war
    - 1. Aggression against Russia
    - 2. American aid to Britain
  - E. Attack on Pearl Harbor
    - 1. Declaration of war by the U.S. on the Axis Powers
    - 2. The fall of the Philippines
    - 3. Success of the Japanese offensive
  - F. Allies take the offensive
    - 1. In the South Pacific
    - 2. In North Africa
    - 3. Under unified command
    - 4. Invasion of France

See text.

Write short statements on eight to ten leaders in World War II indicating each leader's contribution to the war effort.

List the underlying and immediate causes for World War II. What was the cause for America's entering another World War in 1941?

Describe the plans and efforts to win the war on the part of the people at home as well as by the armed services.

Show on a world map the major campaigns and developments of World War II.

Contrast World War I with World War II as to causes, costs, methods of fighting, and casualties.

How did America do what appeared to be the impossible in both World War I and World War II? Be definite in discussing total and global war.

Contrast the treaties and results of World War I with World II. What did America get from World Wars I and II?

In your opinion how did World War II affect the position in the world of each of the following countries: France, Germany, Italy, Japan, Soviet Union, Poland, United States?

(World War II)

Motion Pictures:

0–90	D-Day	(10 min.)
0X–87	D-Day	(27 min.)
0X–46	War Came To America, Part II	(30 min.)

G. Victories at last
    1. V–E Day
    2. War in the Pacific
    3. The Atom Bomb
    4. V–J Day

H. Enormous costs of the war
    1. Destruction and suffering
    2. Casualties
        a. U.S.A. – 530,000 killed
        b. Britain 1,426,000
        c. Heavier tolls in Russia, China, Germany and France
    3. Trials of the war criminals
    4. Treaties with minor powers
    5. Treaty with Japan
    6. Delayed peace terms with Germany and Austria due to communism delaying action

VOCABULARY

Haile Selassie
Lion of Judah
Neville Chamberlain
Edouard Daladier
blitz krieg
Hideki Togo
El Alamein
"Gibraltar of the East"
Bernard Montgomery
Dwight D. Eisenhower
Teheran
island hopping
war criminals
Hiroshima
Guadalcanal
cash and carry plan
Lend-lease
U-Boat warfare
Seawolf
John Foster Dulles
Piere Laval
Aleutian Islands
Sudetenland
Corregidor
Chester W. Nimitz

CULMINATING ACTIVITIES

Compare the underlying and immediate causes of World War I with World War II. State the reasons for America's entering both wars.

Contrast World Wars I and II as to results and treaty provisions, nations involved on both sides, and attempts for peace.

Have the class try to evaluate America's role in both world wars.

Describe any specific American battles in World Wars I and II. Account for the final victory of the democracies in both wars.

Discuss whether you think either war or both wars could have been avoided. Who really won these wars? Why?

Visit the Liberty Memorial and report to the class on the exhibits in the World War I Museum.

EVALUATION

Determine through activities and pupil discussion students' attitudes toward sacrifices and achievements made by people and their leaders.

Have pupils shown growth in critical thinking on the causes and effects of conflicts, wars, power, and politics in international relations?

Evaluate pupils' ability to project themselves into the period in which "a warring world was in search of peace" in the midst of aggression and unrest.

RESOURCE MATERIALS

Magenis and Appel, (text),	**A History of The World**	American Book
Bleven, Bruce,	**D–Day of World War II**	Random House (Landmark)
Brown, Joe E.,	**Your Kids and Mine**	Doubleday, Doran
Heide, Diekvander,	**My Sister and I**	Harcourt Brace
Hersey, John,	**Hiroshima**	Knopf
Lawson, Ted,	**Thirty Seconds Over Tokyo**	Random House

RESOURCES MATERIALS (Continued)

Mauldin, Bill,	**Up Front**	**World**
Scott, R.K., Jr.,	**God Is My Co-Pilot**	**Scribner**
Shute, Nevil,	**Pied Piper**	**Morrow**
Snyder, Louis,	**The First Book of World War I**	**Franklin Watts**
	First Book of World War II	**Franklin Watts**
White, W.L.,	**Journey for Margaret**	**Harcourt Brace**

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures

00–431	**Churchill, Man of the Century**	(21 min.)
00– 42	**French Campaign**	(19 min.)
0X–122	**Woodrow Wilson, Spokesman For Tomorrow**	(27 min.)

PROFESSIONAL AIDS

Bruun, Geoffrey,	**World In The Twentieth Century**	**Heath**
Bullock, Alan,	**Hitler: A Study In Tyranny**	**Harper**
Churchill, Winston, S.,	**World Crises**	**Scribner**
Commanger, H.S.,	**Pocket History of the Second World War**	**Pocket Books**
Cruttwell, Charles R.,	**A History of the Great War**	**Oxford**
Dulles, Foster R.,	**America's Rise To World Power 1898–1954**	**Harper**
Eisenhower, D.D.,	**Crusade In Europe**	**Doubleday**
Gailbraith, John K.,	**The Great Crash: 1929**	**Houghton, Mifflin**

WORLD HISTORY – Adapted course (Elective) one year

Unit Six: We Learn How Men Plan for Freedom and Peace in a Troubled World.

Suggested Time – Nine Weeks

OVERVIEW

In the twenty years before 1939 (the beginning of World War II) the peoples of the world had been optimistic and hopeful that World War I and its aftermath would guarantee peace and democracy in our world. The League of Nations, the World Court, disarmament conferences, neutrality legislation, the Locarno Pacts, and the Paris Peace Pact were some of the measures set up to further the ideals of peace and democracy.

World War II followed depressions, Japan's attack on Manchuria, and Italy's conquest of Ethiopia, Thus, treaties, pledges, and international law were violated. The free nations did little or nothing to check the rise of dictatorships. Our country did not join the League of Nations, thereby weakening that body.

The Western powers (The United Nations) won the war against the Axis after a terrible sacrifice in lives and money. The United Nations organization was put into operation after the war. Suspicion, jealousy, and fear divided the nations into groups behind the United States and the Soviet Union. Russia practiced aggression and gained control of several nations. She also was uncooperative on many measures for peace and freedom of self-determination.

Several countries adopted socialistic measures and nationalized specific industries. There were many changes and problems in most countries after World War II. Some developments included the Truman Doctrine, the Marshall Plan, OAS, the Berlin Airlift, NATO, SEATO, METO, Council of Europe, Schuman Plan, and active leadership of our government in strengthening the free world.

Many new nations have gained their independence, and many problems have developed. The United States follows a policy of international cooperation, foreign aid, and national defense. The problem of nuclear warfare and testing challenges the world today. Other problems include those of Red China, Berlin, trade agreements, and disarmament. The rise of so many new nations which seek independence and free government poses real problems and support from freedom-loving nations.

SPECIFIC OBJECTIVES

To develop student understanding of recent world history as a background for interpreting contemporary events

To show the students by means of the historical record that there have been, and are, many attempts and sacrifices toward world peace and democracy in our world

To give evidence that differing cultures of undeveloped areas cause many problems in the growth of independent and democratic nations

To describe the People-to-People approach to thinking through and acting upon world problems

To point out to students some of the major problems of today's world and possibilities of solving these problems

OUTLINE OF CONTENT

I. The United Nations is organized.

- A. Earlier attempts for peaceful settlement of problems between nations
  1. Pan-Americanism
  2. World Court
  3. League of Nations
     - a. The Covenant
     - b. The Secretariat
     - c. The Assembly
     - d. The Council
     - e. Reasons for failure
  4. Attempts towards peaceful solution of problems
     - a. Washington Arms Conference
     - b. Locarno Pact
     - c. Washington Arms Conference
       - (1) Five-Power Pact
       - (2) Four-Power Pact
     - d. Pact of Paris
     - e. Reduction of war debts
- B. Conferences and meetings prior to the San Francisco Conference
  1. The Atlantic Charter
  2. The Teheran Conference
  3. The Dumbarton Oaks Conference

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Make a chart of the United Nations Organization. Describe functions, agencies, and development.

List in chronological order the steps in organizing the United Nations and describe each.

Motion Pictures

00–131 **UNRRA** (15 min.)

4. Yalta Conference agreement on the San Francisco meeting

C. Organization of the United Nations
  1. The General Assembly
  2. The Security Council
  3. The Secretariat
  4. Other main organs
    a. The Economic and Social council
    b. The Trusteeship Council
    c. The International Court of Justice
  5. The specialized agencies
    a. Food and agriculture organization
    b. International Bank for reconstruction and development
    c. International Civil Aviation Organization
    d. International Labor Organization
    e. International Monetary Fund
    f. International Telecommunication Union
    g. United Nations Educational Scientific and Cultural Organization
    h. Universal Postal Union
    i. World Health Organization
    j. World Meteorological Organizations

VOCABULARY and IDENTIFICATIONS

Ralph Bunche
Trygve Lie
Woodrow Wilson
Dag Hammarskjold
William Kellogg
John Foster Dulles
Aritides Briand

D. Red-letter happenings in the United Nations history
  1. San Francisco Conference – 1945
  2. Ratification of the United Nations Charter – 1945
  3. Meeting in London to determine permanent location – 1946
  4. United Nations headquarters in New York – 1946
  5. Truce between Republic of Indonesia and Netherlands – 1948
  6. Armistice between Israel and the Arab nations – 1949
  7. Troops to Korea to restore peace
  8. Truce between North Korea and the United Nations – 1953
  9. General Assembly condemnation of Russia for using force in Hungary – 1956
  10. Suez Canal dispute – 1956
  11. General Assembly condemnation of Russia for denying independence in Hungary – 1956
  12. International Atomic Energy Agency established – 1957
  13. Declaration of World Refugee Year 1959–60

II. European groups try to solve their problems.

  A. Truman Doctrine
  B. North Atlantic Treaty Organization
  C. Benelux
  D. The Common Market
  E. Communist Bloc
  F. "Inner 6"

Evaluate the United Nations by describing specifically its achievements since its beginning in 1945. Suggest any necessary changes for improvement.

Point out weaknesses in the United Nations and cite failures of any of its members to cooperate and support its decisions or consensus of opinion.

Motion Pictures

00– 83	**People's Charter**	(20 min.)
0–446	**We, the People**	(10 min.)

VOCABULARY

Harry S. Truman
Berlin Air Lift
Dwight Eisenhower
Marshall Plan
Point Four

See text.

- G. "Outer 7"

III. There are varied recent developments in world affairs.

- A. Present-day developments in Africa
    - 1. Rise of nationalism
    - 2. Problems for Britain
        - a. Kenya
        - b. Rhodesia and Nyasaland
        - c. Somaliland
        - d. Union of South Africa
    - 3. Problems for France
        - a. Algeria
        - b. French Equitorial Africa
        - c. Morocco
        - d. Tunisia
    - 4. Afro-Asian Conference
    - 5. United Arab Republic
        - a. Leadership of Nasser
        - b. Recent trouble
    - 6. New nations in Africa
        - a. Cameroun
        - b. Chad
        - c. Republic of the Congo
        - d. Dahomey
        - e. Ghana
        - f. Ivory Coast
        - g. Gabon
- B. Present-day developments in Asia
    - 1. Economic
        - a. Growth of the petroleum industry
        - b. Development of the factory system
        - c. The Colombo Plan for Economic Development
        - d. Mechanization in agriculture
    - 2. Political
        - a. Yalta Conference
        - b. Communism in Asia
        - c. Cold War
    - 3. Efforts toward unity
        - a. Arab league
        - b. Central Treaty Organization
        - c. United Arab Republic
- C. Developments in Latin America
    - 1. Communism in Cuba
    - 2. Development of the Amazon Valley
    - 3. Unrest in the West Indies
    - 4. Communist-inspired discontent in Central America
    - 5. Relations with the United States
        - a. Monroe Doctrine
        - b. Pan Americanism
        - c. Organization of American States
        - d. Good Neighbor Policy
- D. Present-day developments in Europe
    - 1. Possible United States of Europe
    - 2. Division in Germany
    - 3. Lifting of trade barriers in Western Europe

VOCABULARY:

Gamal Nasser
Generalissimo Chiang Kai-shek
Chou En-Lai
Pandit Nehru
Haile Selassie

See text.

Account for eight countries passing socialistic measures after World War II.

State any legislative or constitutional changes in the post-war period in Great Britain, France, and Italy.

List the types of industries nationalized in Europe after World War II and give any reason for such action.

Mention any changes in post-war Asia related to Japan, China, India, and Pakistan.

Motion Pictures

00–268	India: Pakistan and the Union of India	
0–975	**Thailand**	(10 min.)
0–972	**Singapore**	(10 min.)
00–396	**Middle East**	(14 min.)

IV. Communism presents a challenge.
  - A. Karl Marx' Theory
    - 1. **Communist Manifesto**
    - 2. The theory of Communism
  - B. Organizing the U.S.S.R.
    - 1. The Bolshevik Revolution
    - 2. Nicholai Lenin
    - 3. Leon Trotsky
    - 4. Josef Stalin
    - 5. Nikita Khrushchev

VOCABULARY

Fredric Engels	Soviet
Socialist	Communist
Marxist	red
pink	

  - C. Organization of the U.S.S.R.
    - 1. The Politburo
    - 2. The Comintern
    - 3. The Orgburo
    - 4. Communist imperialism
    - 5. Communist infiltration
    - 6. Relation of other communist countries to the central organ

See text.

How did World War II affect The Netherlands and the Scandinavian Countries? Be specific.

Show on a map countries which have fallen under Communist control.

List countries belonging to NATO and the Council of Europe.

Motion Pictures

00–346	Berlin Air lift	(20 min.)
0–658	**Communism**	(10 min.)
00–437	**Soviet: Land and People**	(16 min.)

V. What are trends current around the world?
  - A. Cultural acceptance of each other
  - B. Emergence of new nations and of depressed peoples
  - C. Balance of world power

VOCABULARY

Tshombe	Gizenga
Mobuto	Nkrumah
Apartheid	Rhadamanthus Trujillo

Show on a world map the trouble spots in our world today. Account for these trouble spots.

Discuss the most recent developments and achievements of the United Nations.

Motion Pictures

0–553	**Propaganda Techniques**	(11 min.)
0–340	**Public Opinion**	(11 min.)

CULMINATING ACTIVITIES

Review several news articles or radio and TV broadcasts and relate them in the light of your study of world history.

Develop a panel discussion on the rise of nationalism in new independent nations. Give any **cause and effect** problems and developments.

Compare on a world map the areas of Western influences, the Soviet Union's influence, and the neutral nation.

Have pupils develop in chart form the numerous conferences, treaties, activities, and organizations to achieve peace and freedom. Be able to explain the main purpose and achievement of each.

Review the vocabulary of the unit and be able to define terms and identification in a class match.

Compare in chart form the beliefs and practices of democracy with those of communism.

EVALUATION

Determine through discussion of current events the ability of pupils to explain present day happenings by citing causes or developments from the past.

Observe pupils' reactions to the study of various peoples and cultures in order to discover attitudes and extent of critical thinking.

Evaluate historical understandings and depth appreciations of pupils evidenced through pupils' responses in learning activities and teaching development.

RESOURCE MATERIALS

Magenis and Appel, (text)	**A History of the World**	American Book
Benary-Isbert, Margot,	**The Ark**	Harcourt Brace
Cronyn, G.W.,	**A Primer on Communism**	Dutton
Fisher, Lois,	**You and the United Nations**	Children's Press

RESOURCE MATERIALS (Continued)

Goodfriend, Arthur,	**The Only War We Seek**	Farrar, Strause and Young
	Democracy and Its Competitors	Merrill
Greenbie and Studebaker,	**Good Neighbor Series**	
Myers, Alfred C.,	**What You Should Know About Communism**	SRA
Nazaroff, Alexander,	**Land of the Russian People**	Lippincott
Paton, Alan,	**South Africa in Transition**	Scribner
Wilson, Clara,	**Working Together in the U.N.**	
	Your United Nations	International Document Service

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

00–267	**Backfire**	(15 min.)
	News Magazines of the Screen, Vol. 4	(20 min.)
00–589	**Russian Life Today: Inside The Soviet Union**	(25 min.)
00–105	**Seeds of Destiny**	(20 min.)
00–314	**World Balance of Power**	(18 min.)

PROFESSIONAL AIDS

Bowles, Chester,	**The New Dimensions of Peace**	Harper
Fischer, John,	**Master Plan U.S.A.**	Harper
Gatzke,	**The Present in Perspective, a Look at the World Since 1945**	Rand McNally
Hoover, J. Edgar,	**Masters of Deceit**	Holt

GRADE TEN — WORLD GEOGRAPHY

(ELECTIVE — ONE YEAR)

GENERAL AND ADAPTED COURSES
UNITS OF STUDY

WORLD GEOGRAPHY – General Course (Elective) One Year

Unit One: How Do We Study Geography?

Suggested Time - One Week

OVERVIEW

A broad training in world geography should be an integral part of the social studies program in the secondary school. The need for an intelligent understanding of geography is more evident today than ever before. As civilization has developed, world peoples have become more interdependent. Many of our present problems such as those of transportation, communication, malnutrition, and international relations are geographic in origin. A working knowledge of modern geography is essential for an understanding of what is read, seen, and heard.

World geography in the secondary school should strengthen and broaden the knowledge of descriptive regional geography studied in the elementary school. It should be presented as a living story or drama and not as a memorization of encyclopedic facts and statistics. We live hours, not days, from the distant areas of the world. Thus, citizens of the United States can no longer lack interest in or ignore people in remote areas of the world and still remain a leader of the free world.

As we study geography, we will become more familiar with many people whose ways of living and customs have been strange and unusual to us. We will learn why these people of other lands live the way they do, and after our study we will know them better and will realize that they are not as different as we thought at first.

After our study of geography we will realize that all peoples of the world are influenced by the world around them and that some of our problems and struggles are the same as other peoples of the world.

SPECIFIC OBJECTIVES

To emphasize with students the importance of a working knowledge of fundamental elements of man's geographic environment: location, surface configuration and terrain, climate and weather, ocean currents and winds, and soil and place geography-factors influencing lives and cultural relationships of world peoples

To develop student study skills in obtaining and interpreting geographic information

To provide student learning activities that will develop skill in the use of maps, charts, and globes

To encourage students to relate the study of geography to their daily living here and now

OUTLINE OF CONTENT

1. The study of world geography contributes to the knowledge, attitudes, and understanding of the world and its problems.
   - A. Importance of geography
     1. Study of people and places
     2. Picture of the world of work
     3. Interdependence of people
        - a. World trade
        - b. International relations
   - B. Importance of maps and globes in the study of geography
     1. Types of map projections
        - a. Mercator
        - b. Polar
        - c. Homolographic
        - d. Interrupted
     2. Illustrations of how maps show distance and direction
     3. Purpose of outline maps, colored and shaded maps, dot and circle maps, contour line maps, and relief maps
     4. Pictures and map legends
   - C. Attitudes to be developed
     1. A sympathetic and understanding attitude toward the world's people
     2. A tolerant spirit in viewing cultural differences
     3. A healthy attitude toward conservation of human and natural resources

LEARNING EXPERIENCES AND ACTIVITIES

See text:

Bring a newspaper to class with articles and items concerning world trade and international relations marked with colored pencil.

Discuss ten geographical factors that have made the United States an important country.

Make a list of all the things (with special reference to food, shelter, and clothing) which you use repeatedly in your daily life. Mark the things that come from within ten miles of your home and those that come from a greater distance. Mark all items that come from foreign countries and, wherever possible, write the names of the countries.

List the basic occupations carried on around your home. Tell how these contribute to the economic well-being of the community.

Make a list of the four most commonly used map projections and tell the advantages and disadvantages of each.

On an outline map of the United States color in Missouri and the state where you were born. Draw a circle around the two largest population areas, major mountains, and ranges. Draw and label the major rivers.

Using your outline map (if ½ inch equals 50 miles),

4. A realization that the United States must nurture a world point of view
5. An appreciation of the development of democracies throughout the world

VOCABULARY

interdependence
terrain
climate
contour
latitude
longitude
projections
geography

II. The development of the skills are needed for a successful study of world geography.

A. Survey of the text
   1. Table of contents
   2. Index and glossaries
   3. End of chapter reviews and activities
   4. Vocabulary building

B. Maps and globes
   1. The making of simple maps
   2. The understanding of global concepts
   3. The interpretation of maps, globes, and charts
   4. The making of geographical deductions

C. Correct use of atlases and almanacs

D. Preparing special reports

E. Using the library

F. Keeping a notebook

G. Taking notes

H. Taking part in class discussion

I. Studying audio-visual materials

J. Reading and interpreting current newspapers and magazines

K. Selected viewing and listening to TV and radio

VOCABULARY

deductions
international date line
time zone

how far is it across our country from north to south; east to west?

Look over the table of contents and organization of the text. Describe.

List as many reasons as you can to explain why maps and globes are a geographer's most important tools.

See Text. See materials listed under Resource Materials.

Discuss and indicate on a globe a great circle route.

Explain time zones and international date line.

Give the latitude and longitude of the following cities: New York, Kansas City, Bombay, Moscow, London, and Tokyo.

CULMINATING ACTIVITIES

Geographical map exercise - A student goes to the wall map and has ten seconds to locate a place given by another student (the areas have been previously limited). If the student at the map cannot locate the place in the designated time, the person who gave the area comes to the map to locate the place in ten seconds. If he cannot find it on the wall map, he must sit down and the first person remains at the map, and the class helps in the finding process.

Appoint a committee to locate the continents, rivers, and land areas of the world.

Appoint volunteers to use library in reporting some world problem relating to geography.

Early in the week appoint a small committee to study a map or globe intensively and report observations to the class. Each presents some independent observation.

EVALUATIONS

Are the students ready to continue their study in world geography?

Has the students' interest in geography increased in this week of orientation as shown by student conversation and general classroom atmosphere?

Has the student shown his ability to relate geographic information in the reading of the daily newspaper?

Has the student gained confidence in the use of available maps and globes?

RESOURCE MATERIALS

James and Davis, (text)	**The Wide World**	Macmillan
	Geography for Today	Charles E. Merrill
	Maps and Their Uses	Charles E. Merrill
	Work-study Skills Workbook	Scholastic Magazine Nos. 1 (elementary), 2 (secondary)

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Educational Motion Pictures:

00–547 - **Climate and the World We Live In**
0–8 - **Maps for a Changing World**
00–459 - **Our World**
00–714 - **Wise Use of Water Resources**

Filmstrips

F-1086 **Using Maps and Globes**
F-1087 **Map Symbols, Dots and Lines**
F-1088 **Where People Live and Work**

PROFESSIONAL AIDS

	Denoyer's School Atlas	Denoyer-Geppert
Goode, J.P.,	**Goode's School Atlas, Revised**	Rand-McNally
Grass, Richard E. and Zeleny, Leslie D.,	**Educating Citizens for Democracy**	Oxford University Press
	Hammond's Comparative Atlas (Desk Edition)	C.S. Hammond
	Handbook of Map and Globe Usage	Rand-McNally
James, Preston E.,	**New Viewpoints in Geography**	Yearbook No. 29 for Social Studies

WORLD GEOGRAPHY – General Course (Elective) One Year

Unit Two: Early Man Studies, Discovers, and Explores the Earth.

Suggested Time - Six Weeks

OVERVIEW

Man has slowly added to his knowledge of the earth and of his relationship to it. This knowledge of the earth is a continuing process and embraces geography, history, and literature. The first successful steps on the road to finding out about the earth were taken thousands of years ago by the people who lived around the shores of the eastern Mediterranean.

Geographic conditions favored navigation and trade by the Phoenicians, Egyptians, and others along the Mediterranean. Such Greeks as Thales, Herodotus, Aristotle, and Alexander made significant contributions to early geography. The problem of finding position was developed by the Egyptians, Assyrians, and Greeks.

The Greeks observed what went on in the world around them and made geographic deductions from these observations. Their contributions to the knowledge of the earth, climate, and geographic writings were highly significant. It was the Romans who brought Greek geography together and summarized it.

After a great deal of geographic confusion during the Middle Ages, the Crusades stimulated a renewed interest in geography. The Age of Exploration in the fifteenth century was stimulated by the invention of the compass and new methods in navigation. Many errors were discovered and corrected; other errors persisted. Ideas about geography were mixtures of legend, theory, and newly discovered facts.

Discoveries and explorations stimulated geographic development. Knowledge of the continents, land and water forms was increasing. More modern approaches of the study of geography began with such contributors as John Wesley Powell and Alexander Van Humbolt.

SPECIFIC OBJECTIVES

To develop student awareness of the contributions of early people to geographic knowledge

To give evidence that geographic developments are progressing and changing in the light of new observations and discoveries

To help the student recognize some of the errors in knowledge about the earth and the discovery of new geographic truths

To develop student appreciation of geographic change and development in light of recent observations and discoveries

OUTLINE OF CONTENT

I. Mediterranean Man Studies His Area.

  A. Traders and voyagers
    1. Arabs
    2. Phoenicians

  B. First geographers
    1. Thales
    2. Herodotus

  C. The Greeks
    1. Aristotle
    2. Alexander the Great
    3. Pytheas

  D. Finding position and measurement
    1. Egyptian contributions
    2. Astronomy
    3. Eratosthenes
    4. Hipparchus
    5. Posidonius
    6. Atlantis
    7. Strabo
    8. Ptolemy

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Report on, "The Early Geographers of the Mediterranean Area."

Write an essay on, "The Teachings of Aristotle."

Prepare a report on, "Alexander's World."

Make a diagram showing Egyptian land area and explain symbols.

Report on "Atlantis, The Lost City."

Make a report on "Ptolemy's Map and Its Importance."

VOCABULARY

Eurasia
monsoon
geometry
Odessey
headwaters
gnomon
eclipse
grid

II. The Middle Ages are followed by explorations.

- A. Christian ideas
- B. Moslem geographers
  - 1. Interests
  - 2. Beliefs
- C. Scholars
  - 1. Avicenna
  - 2. Ibn Khaldun
  - 3. Prester John legend
  - 4. Marco Polo
  - 5. Bacon
  - 6. d'Ailly
- D. Norsemen
  - 1. Methods
  - 2. Contributions
- E. Explorations
  - 1. Portuguese
    - a. Prince Henry
    - b. Diaz
  - 2. Columbus
    - a. Background
    - b. First and second voyages
    - c. Last voyage
    - d. Contributions
  - 3. Magellan
  - 4. The English
    - a. Drake
    - b. Raleigh
    - c. Cook

See text.

Prepare a report on, "The Moslem World and Its Beliefs."

Develop a map showing the trips of Marco Polo.

Contrast the legend of Prester John with the El Dorado legend of the southwest United States.

Write a paper on the recent Norse discoveries in Newfoundland.

Develop a map showing the voyage of da Gama, Columbus, Magellan, Drake and Cook.

Report on the book, Christopher Columbus Mariner, by S. E. Morrison.

Discuss the significance of the James Cook voyages.

VOCABULARY

parliament
landforms
Nomads
scurvy

gyroscope
quadrant
charters
cartography

III. Explorers complete discovery of the map of the world.

- A. Polar explorers
  - 1. Arctic
    - a. Nansen
    - b. Perry
    - c. Byrd
  - 2. Antarctic
    - a. Ross
    - b. Shackleton
    - c. Scott
- B. Continental explorers
  - 1. Asia
    - a. Pumpelly
    - b. Hsia ko Hsu
    - c. Hillary
  - 2. Africa
    - a. Livingstone
    - b. Stanley
  - 3. Australia
  - 4. South America
  - 5. North America
    - a. Boone
    - b. Pike
    - c. Powell
- C. German contributors
  - 1. Ritter
  - 2. Humboldt

See text.

Prepare a report on the life of Admiral Richard E. Byrd.

Have a panel discussion on "The Expeditions of Ross, Shackleton and Scott."

Read and report to class on "The Conquest of Mt. Everest."

Read "Tiger of the Snows" by Norkay and report to class.

Discuss "David Livingston Opens the Heart of Africa."

Trace on an outline map of the U.S. the explorations of John W. Powell.

- D. Modern geography begins
  - 1. Powell
    - a. Explorations
    - b. Methods
    - c. Contributions
  - 2. Needs

VOCABULARY

drift ice
shelf ice
deflection

CULMINATING ACTIVITIES

Play a baseball game. Draw a baseball diamond on the chalkboard. If the location of geographic fact is given correctly, it counts as a base hit. If missed, the player is out and three outs mean that the side is retired.

Divide the class into two teams. Conduct a "word spelling and meaning match" between teams as you would hold a spelling match. Refer to vocabulary.

Plan a panel discussion on the question of whether man can control or condition his environment.

Have special oral reports on early geography and geographers.

Prepare a written report on the misconceptions and new discoveries in geography.

Discuss early explorations and show what made them possible.

EVALUATIONS

Determine through observation pupils' skills in reading maps and globes.

Evaluate pupils' ability to discuss intelligently geographic influences and new points of view concerning peoples and places.

Using an open-book essay type test, judge whether pupils are able to organize their thinking concerning sound geographic developments.

Observe pupil recognition of the geographic contributions made by early peoples and leaders.

RESOURCE MATERIALS

James and Davis, (text)	**The Wide World**	Macmillan
Bradley, John H.,	**World Geography**	Ginn
Durand,	**World Geography Today**	Holt
Gaer, Joseph,	**How the Great Religions Began**	McBride
Israel, Roemer,		
Stegner, Wallace,	**Beyond the Hundredth Meridian**	Houghton, Mifflin
White, Anne,	**Lost Worlds**	Random House

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Educational Motion Pictures

00–395	**Marco Polo's Travels**
00–359	**Major Religions of the World**
00–394	**Man and His Culture**
00–458	**Decline of the Roman Empire**
0X–11	**Crusades**
0–100	**Discovery and Exploration**
0–602	**Meaning of Feudalism**
00–627	**Magna Carta: Rise of Monarchy**
00–628	**Magna Carta: Revolt of Nobles and Signing of Charter**
0–1131	**Age of Discovery - English, French & Dutch Explorations**
0–1136	**Age of Discovery - Spanish & Portuguese**
00–743	**Napoleonic Era**
00–103	**Vikings: Life and Conquest**
00–436	**Rise of Nations in Europe**
0–600	**Jerusalem, the Holy City**
0–792	**Rome, City Eternal**
0–745	**Mohammedan World: Beginning & Growth**

PROFESSIONAL AIDS

Bailey, Elizabeth,	**Americans Before Columbus**	Viking
Cram, C.,	**Gods, Graves and Scholars**	Knoff
Icenhower, Joseph B.,	**Man Against the Unknown: The Story of Exploration**	Winston
Miller, H. J.,	**Loom of History**	Harpers
Wilson, Edmund,	**The Scrolls from the Dead Sea**	Oxford

WORLD GEOGRAPHY – General Course (Elective) One Year

Unit Three: Man Increases in Knowledge and Develops Culture.

Suggested Time - 4 weeks

OVERVIEW

As man has increased his geographic knowledge, he has found that the study of continents and three zones of climate is inadequate for description of the modern world. Major regional study of geography and history presents a much more accurate picture today, as man uses oceans for highways instead of barriers, and as he has refused to fit into the isolated continental units. With the air as another highway, continental units lose even more of their meaning.

While the major natural regions of the world remain, man has changed many of the smaller surface features; he has removed hills, made flat places where there were slopes, cleared forests and planted crops, irrigated deserts, and even created dry land where once there was ocean. Farming lands and cities brought with them many changes. The features that make up the face of the earth are constantly changing.

In looking at man on the land, we must consider the two factors that determine human characteristics and human behavior, heredity and environment. Race and culture, growth of population, the industrial and democratic revolutions influenced the development of the world's seven cultural areas and changes in habitats. Thus, in the course of spreading over the earth, man has developed different ways of living.

SPECIFIC OBJECTIVES

To understand the significant geographical changes and developments in the history of man on the land

To recognize that cultural and regional geographic change has evolved from the industrial and democratic revolutions

To learn how man has been able to control and condition his natural environment in many ways

OUTLINE OF CONTENT

I. Modern knowledge reveals the nature of earth.
   A. Surface
      1. Crust
      2. Erosion
      3. Landforms
         1. Surveying
         2. Technical difficulties
   B. Atmosphere
      1. Movement
      2. Weather
   C. Water
      1. Land water
      2. Ocean
   D. Plants
   E. Animals

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Prepare a report on the work carried on by a weather station.

Visit a weather station or interview a weatherman on his work and report to the class your findings.

Develop floor talks on how to prepare a weather report.

Find all the words in the dictionary with the prefix "iso" that are related to weather. Write out the meaning of each.

In a report show how man has brought about changes in plant life and vegetation. Cite examples: Luther Burbank, Stark, etc.

VOCABULARY

seismograph
moraine
leaching

U.S.G.S.
oceanographer
anthropology

II. A survey is made of the world's surface, oceans and climate.
   A. Earth's surface
      1. Continental features
      2. Differences
   B. Oceans
      1. Currents
      2. Resources
   C. Climates
      1. Zones
      2. Planetary winds
      3. Monsoons
      4. Rainfall
      5. Patterns
      6. Natural regions

See text.

On a sheet of graph paper illustrate the six major kinds of surface features. Draw illustrations to scale.

Prepare a report on the work of an oceanographer.

Prepare a panel discussion of the "Importance and Enjoyment of Skin Diving."

Report to class on "The Sea as a Source of Food."

Prepare a map showing the world's rainfall density. Discuss in class the best ways of presenting the materials.

VOCABULARY

Relief map	eddies
ice caps	doldrum belt

III. Man develops the land and creates a culture.
  - A. Culture development - simple to complex
  - B. Habitat
  - C. Population
    1. Origin
    2. Spread
  - D. Early civilizations
    1. Egypt
    2. India
    3. Mayan
  - E. Industrial Revolution
    1. Production
    2. Resources
    3. Interdependence
    4. Cities
    5. Population cycle

VOCABULARY

heredity
culture
culture area
Homo sapiens
migrate
sedentary
pastoral
industrial revolution
democratic revolution
soviet society
density

See text.

As a group project, plan a study of a primitive culture found in Australia, Africa, or New Guinea. Appoint committees to secure information on the way these people live, their relationship to the resources of their environments and their attitude toward the unknown.

Make a list of grocery store items produced in a foreign country. Show from list the dependence of the people.

Prepare a talk on the subject, "What I can do to conserve our natural resources."

Prepare a talk on "The Ancient Egyptians and Their Contribution to Civilization."

Look up in the almanac or atlas the population of your state and show the density of population by the method of dots or shaded areas.

Find passages in the **Declaration of Independence** and the **Constitution** which give the rights of the individual. State them in your own words. Show how these ideas relate to our topic of study.

CULMINATING ACTIVITIES

Construct a time line covering the period 4000 B.C. - 300 A.D. Locate the periods each of the ancient civilizations existed and the life spans of several important leaders of the areas.

Prepare a bulletin board display of the work of archeologists today.

Read a chapter from one of the books about primitive peoples and write a class report. How did they differ from people today?

Make a graph showing comparisons of the United States with other parts of the world as to land use, population, mileage of different types of transportation.

EVALUATIONS

Each student selects from a box a term or vocabulary word from the unit to identify. If he fails, any member of the class may volunteer the answer.

Mix chronological terms on the board and let individual students place them in proper sequences.
Give an outline map of the world to each pupil and have the students shade the areas of ancient civilizations and write two contributions that these areas made to mankind.

By questioning and written methods the teacher should consider the following:
  a. Do the students have an understanding of the ancient cultures?
  b. Do students understand the different races of man?

RESOURCE MATERIALS

James and Davis, (text)	**The Wide World**	Macmillan
Anderson, Wm. R.,	**Nautilus 90, North**	World
Andrews, Roy C.,	**Beyond Adventure**	Pearce
Evans, Eva,	**Why We Live - Where We Live**	Little Brown
Hall, Jeannie,	**Buried Cities**	Macmillan
Schneider, Herman,	**Everyday Weather and How it Works**	McGraw Hill
Thomas, Lowell, (ed.)	**Great True Adventures**	Hawthorn

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AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Educational Motion Pictures

0–607	**Pompeii and Vesuvius**
00–750	**Roman Life in Ancient Pompeii**
00–104	**Primitive Man in Our World**
00–730	**Cave Dwellers of the Old Stone Age**
00– 15	**Backward Civilizations – Berbers**
0– 16	**Ancient World Inheritance**

Educational Motion Pictures

0– 717	**Ancient Egypt**
0– 650	**Ancient Greece**
0– 651	**Ancient Rome**
00– 574	**Life in Ancient Greece**
0– 933	**Prehistoric Fimes**
0–1181	**Story of Prehistoric Man**

PROFESSIONAL AIDS

Bradley, John,	**World Geography**	Ginn
	Geographic School Atlas – H 82	Denoyer–Geppert
James, Preson E.,	**New Viewpoints in Geography – Yearbook #29**	National Council of Social Studies – 1959
	Maps and Facts for World Understanding	Charles E. Merrill

WORLD GEOGRAPHY – General course (Elective) one year

Unit Four: Western Europe Develops a Culture.

Suggested Time – Two weeks

OVERVIEW

The European culture area is in the center of the world's land hemisphere; it contains ninety per cent of all land area of the world outside of Antarctic and ninety-four per cent of all the world's people. The central location gives the people of Europe an advantage in transportation, communication, and trade. The area has hard working, imaginative people, and a supply of coal and iron for industrial development. The political system permits a free flow of products.

When the sixteen countries of Europe accept the principles of interdependence and co-operate with one another, all prosper. As conflict arises among these nations, everyone of them suffers. These European countries are studied in three groups: (1) the Scandinavian countries and Finland; (2) the countries of Western Europe; and (3) the Mediterranean countries. Australia is included because of its tie with the British Commonwealth.

The countries of the European culture area are the countries where Western civilization had its beginnings, and where the Industrial Revolution and the democratic revolution first appeared.

Resistance to the ideas of the democratic revolution is one of the characteristic features of some of the countries of the European culture area. Fascism, nazism, and communism have emerged, especially when Europe was divided and in conflict on tariff and trade. The new European economic community will bring great changes in this area, and barriers to trade should be greatly reduced. This area may become one of the world's most productive.

SPECIFIC OBJECTIVES

To develop in pupils an appreciation of the industrial and democratic achievements as well as the contributions of the European culture area to western civilization

To give evidence to pupils that the interdependence of peoples and places make co-operation of n[illegible]ecessity

To show pupils that our nation and nations of the West must join together for defense and mutual security

OUTLINE OF CONTENT

I. A survey of northern Europe includes a study of its lands and its people.

- A. Sweden
  - 1. Population
  - 2. Agriculture
  - 3. Industries
- B. Norway
  - 1. Population
  - 2. Industries
  - 3. Sea
    - a. Whaling
    - b. Cargo ships
  - 4. Electrical power
- C. Denmark
  - 1. Population
  - 2. Agriculture
  - 3. Co-operatives
  - 4. Possessions
- D. Finland
  - 1. History
  - 2. Agriculture

VOCABULARY

fiords
ambergris

co-operatives
coniferous

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Prepare a report on, "Ancient man in Western Europe."

Discuss "Sweden, A Socialist Experiment."

Use the library to make a report on some Swedish citizen.

Read **Moby Dick** and report to the class on whaling methods.

Write a special report on the Nordic Council by using current material from the **Reader's Guide to Periodical Literature** in the library.

Discuss "Finland as a Buffer State of Russia."

Indicate on a world outline map the possessions of Britain, France, and the Netherlands in 1915 and today by using colored pencil and shading.

II. Western Europe develops cultural and economic patterns.

- A. Great Britain
  - 1. Background
  - 2. Raw materials and commerce
    - a. Interdependence
    - b. Lloyds of London
    - c. Markets

See text.

On a world outline map show the British possessions of today, indicating Commonwealth nations, former colonies, and mandate territories.

3. Australia
    a. Settlement
    b. Ranching
    c. Water problem
    d. Agriculture
    e. Transportation
4. Ireland
    a. People
    b. Religion
    c. Economy

B. France
  1. People
  2. Farming
  3. Influence overseas

C. Germany
  1. Population
  2. Agriculture
  3. Manufacturing
  4. Divided Germany

D. Benelux Countries
  1. Area
  2. Settlement
  3. Industry

E. Small Countries
  1. Austria
  2. Switzerland

F. Principalities
  1. Liechtenstein
  2. Monaco

VOCABULARY

buffer state
Commonwealth of Nations
conurbations
Euratom
lignite
pays
principality
tariff

III. Mediterranean area serves as a crossroad for world trade and commerce.

A. Italy
  1. Population
  2. Agriculture
  3. Vatican State
  4. Industry
  5. San Marino

B. Spain
  1. Population
  2. Religion
  3. Ranching

C. Portugal
  1. Population
  2. Industries

D. Greece
  1. Population
  2. Location
  3. Business and industries

VOCABULARY

tableland
moors
aqueduct

Discuss the life of the Australian Bushmen.

Draw a map of Australia showing where sheep are raised for wool; for mutton. Show where wheat is grown, and where most of the people live.

Report to the class on the history of Lloyds of London.

Discuss Gaelic, the ancient language of Ireland.

Prepare a paper on the Stonehenge area of Britain.

Have a panel discuss the following men and how they influenced their country:

Germany – Fredrick the Great
Ireland – Emon de Valera
Great Britain – Adam Smith
Sweden – Charles XII

Read and report on The European Common Market.

Report on "The Importance of the European Common Market to the United States."

See text.

Make a booklet of recipes of foods from Italy, Spain, and Portugal with a commentary on the ones you have tried.

Write a paper on, "What influence did the Moors have on Spain?"

Draw a chart showing the important contributions made by the Greek civilization.

Prepare a talk on, "The Unification of Italy."

Prepare a floor talk or written report on a trip to Western Europe on one of the topics listed below; telling what you saw, why you visited the places, and how you would compare Europe with the United States.

Artist
  a. visit local townspeople
  b. study art
  c. visit museums

Businessman
  a. at trade fair
  b. at textile mills

Farmer
  a. on dairy farms
  b. at vineyards

CULMINATING ACTIVITIES

Prepare a bulletin board display with magazine cutouts of the products of countries studied. This could be applied to each area studied.

Write an essay test on the "Changes which came to Europe as a result of the Industrial Revolution."

Construct a time line to cover the years 1400–1950, naming the important events concerning the western European countries.

Construct and give a test in which the students discuss five ideas or movements that began in the European culture area, and that have contributed to the way of life in the Twentieth Century United States.

EVALUATIONS

Observe that each student knows the importance of Western Europe as the mother of American culture.

Check to see that each student understands the growing importance of the European common market.

Evaluate the student in his understanding of the growth of British mercantilism and its economic importance to the world.

By discussion, check the students' concept of the loss of the colonies and its effect on the western European countries.

Discuss with the students the problem of a divided Germany and the danger it presents in Europe.

RESOURCE MATERIALS

James and Davis, (text)	**The Wide World**	Macmillan
Cather, Willa,	**Willa Cather in Europe**	Knopf
Marshall, James V.,	**Walkabout**	Doubleday
McKinney, Ruth,	**Far, Far from Home**	Harpers
Shirer, Wm. L.,	**Challenge of Scandinavia**	Little Brown
Werth, Alexander	**France**	Hoit

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00– 19	**Britain and Her Empire**
0– 490	**British Isles**
0– 828	**British Isles: Land & People**
0– 216	**Ireland**
0– 350	**Roamin' in Scotland**
00– 389	**France and Its People**
00– 42	**French Campaign**
00– 467	**Germany – People of the Industrial West**
0X– 225	**Industrial Revolution in England**
00– 244	**Land Behind the Dikes – Netherlands**
00– 74	**New France**
0–1174	**Paris: City and People**
0– 852	**Paris**

Motion Pictures:

00–401	**People of Spain**
00–363	**Po River Valley**
0–968	**Portugal**
00– 98	**Rise and Fall of Nazi Germany**
00–218	**Scandinavia**
0–514	**Spain: Land & People**
0–864	**Venice**
0–941	**Western Europe**
00–157	**Norway – Farmer Fishermen**
00–155	**On Mediterranean Shores – Greece**
00–229	**Switzerland Mt. Farmers**
00–228	**Slovakia – Farms & Towns**

PROFESSIONAL AIDS

Bradley, John H.,	**World Geography**	Ginn
Curtright, et al	**Living Together as World Neighbors**	MacMillan
Gunther, John,	**Inside Europe Today**	Harpers
	Life's Atlas of the World	Life
Phillips,	**World Geography for High Schools**	Winston

WORLD GEOGRAPHY – General course (Elective) one year

Unit Five: A Euro-American Culture Develops in The Americas.

Suggested Time – Four Weeks

OVERVIEW

People of different European countries were able to extend the European culture in the new world of the Americas. Even two of the world's early civilizations in the Americas were absorbed by the conquerors. Indian culture was absorbed by amelioration processes.

European colonies were established in the new world. The agrarian society tradition was established by Spanish Americans; the idea of the commercial plantation and slave labor was brought by Portuguese settlers. The Dutch, the French, and the British adopted the plantation system when profitable for production of sugar, cotton, or tobacco. The Anglo-European influence was felt in desires for personal liberty and self-government, with wide-spread education. These ideas were merged into a new American culture.

The industrial and democratic revolutions made their most rapid progress in America. There was a great variety of sources from which American culture was derived. Freedom of competition among peoples and ideas from many different origins have led to great strides in industrial and technological progress and achievements in democratic government. Natural resources, too, have been a factor in the advancement of the Americas. These many differences have led to great achievements rather than to uniformity and stagnation.

SPECIFIC OBJECTIVES

To develop in pupils an appreciation for and understanding of the causes for the rapid developments in the Americas

To show pupils a comprehensive picture of the American culture and the nations included in it

To help pupils recognize that geographic factors are related to the historical developments in the Euro-American culture

OUTLINE OF CONTENT

I. English speaking American nations contribute to political and economic development.
  A. The United States
    1. Population
    2. Climate
    3. Position today
      a. Settlement
      b. Increase
    4. Agriculture
      a. Before 1850
      b. To 1918
      c. Today
    5. Manufacturing
      a. Beginnings
      b. Steel today
      c. Patterns
    6. World Power
      a. Economic
      b. Military
      c. Geographic
    7. Alaska
    8. Hawaii
  B. Canada
    1. Population
    2. Farming
    3. Mining
    4. Manufacturing

VOCABULARY

by-products
capital
conifers
chaparral
coal tar
deciduous
ferro-alloys
per capita

LEARNING EXPERIENCES AND ACTIVITIES

See text.

On an outline map of the world show original source area of domesticated animals of the United States.

Make a graph by using **World Almanac** or other source showing the population of the twenty-five largest cities of the United States.

Construct an outline map of the growth of the United States after 1783.

Collect newspaper clippings which have to do with the resources and make-up of sections of the United States. Relate the articles to the regions by showing them on a map.

Write a paper on the "Homestead Act and Settlement of the West."

Have a panel discussion on the importance of one language in the development of the United States.

Report on the book **Malabar Farm** by Louis Bromfield.

Prepare bar graphs showing the percentage of the world's nickel, asbestos, and platinum that Canada produces.

II. Latin American nations struggle for political and economic freedom.

- A. Setting
  - 1. Habitat
  - 2. Population
  - 3. Spanish settlement
  - 4. Portuguese settlement
  - 5. Other settlement
  - 6. Modern Latin America
- B. Spanish countries
  - 1. Mexico
    - a. Government
    - b. Income
  - 2. Central America
  - 3. Venezuela
  - 4. Columbia
  - 5. Chile
  - 6. Argentina
    - a. Ranching
    - b. Problems
  - 7. Paraguay – Uruguay
- C. Portuguese Brazil
  - 1. Settlement
  - 2. Agriculture
  - 3. Industries
- D. The Antilles
  - 1. Domician Republic
  - 2. British area possessions
  - 3. Puerto Rico

See text.

Have a committee report on what part the following men played in the history of Latin America: Simon Bolivar, San Martin, Hidalgo Juarez, O'Higgins, L'Ouverture.

On an outline map of South America, show by shading or dots representative population density.

Make an outline map of South America showing by pictograph the products of the area.

Discuss, "Argentina as a Friendly Trade Rival."

Prepare a chart for the countries studied, naming native products, manufactured products, products of forests, minerals, and farm products.

Prepare a report on "The Antilles Today."

Prepare a paper or floor talk on "The Puerto Ricans in New York City."

VOCABULARY

ejidos
Minas Gerais
primate
"slash and burn"
tierra caliente
tierra templada

CULMINATING ACTIVITIES

Prepare a bulletin board display of newspaper articles concerning the Latin American Countries.

Assemble a clipping file of promotional advertisements for Latin America carried in magazines and newspapers.

Compare the constitutions of some of the Latin American countries with the Constitution of the United States.

Characterize in essay form "United States – Latin American Relations, 1930–1961."

EVALUATIONS

By discussion in class or a written lesson consider the following:

a. What do pupils think are some of the basic causes of the poverty in Latin America?
b. Why has the United States developed concentrated programs for Latin American improvements? Should our country continue to do so?

Does each student understand the reasons for the long friendship between the United States and Canada, and also some of today's problems concerning that friendship?

By teacher observation –

a. Do students show better understanding for the people of Latin America?
b. Do students know acuteness of Latin America – United States Affairs?

RESOURCE MATERIALS

James and Davis, (text)	The Wide World	Macmillan
Carpenter, Frances,	Carribean Lands	American
Garland, Aileen,	Canada, Then and Now	MacMillan
Price, Willard,	The Amazing Amazon	Day
Watts, May,	Reading the Landscape	MacMillan

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Educational Motion Pictures:

00– 614	**Alaska, 49th State**
00– 511	**Canada – Atlantic Provinces**
00– 552	**Canada – Industrial Provinces**
00– 512	**Canada – Pacific Province**
00– 558	**Canada – Prairie Provinces**
0– 992	**Airplane Trip to Mexico**
00– 3	**Geography of U.S.: An Introduction**
00– 237	**18th Century Life in Williamsburg, Va.**
00– 610	**Fort Ticonderoga**
00– 613	**Hawaii, 50th State**
0– 100	**Discovery and Exploration**
0– 110	**Early Settlers of New Englands**
0X– 241	**Jamestown**
00– 504	**Letter from Alaska**
0– 285	**Netherlands America**
0–1083	**Life and Times of the Iron Horse**
00– 745	**Pioneer Journey to Oregon Country**

Educational Motion Pictures:

0– 558	**Spanish Influence in the U.S.**
00– 609	**Story of St. Lawrence Seaway**
0– 139	**Flatboatmen of the Frontier**
0–1051	**French & Indian War**
0– 209	**Industrial Revolution**
00– 264	**Mt. Vernon in Virginia**
0– 316	**Pioneers of the Plains**
0– 318	**Planter of Colonial Virginia**
00– 124	**Territorial Expansion of U.S.**
00– 125	**Territorial Possessions of U.S.**
00– 572	**U.S. Expansion: Overseas**
00– 753	**U.S. Expansion: Settling the West**
00– 440	**U.S. Expansion: Texas & Far Southwest**
00– 103	**Vikings – Life and Conquests**
0X– 17	**Wolfe & Montcalm**
0– 940	**Washington D.C. Story of our Capital**

PROFESSIONAL AIDS

Bradley, John H.,	**A World Geography**	Ginn
James, Preston,	**Latin America**	Odyssey
Leaf, Munro,	**History Can Be Fun**	Lippincott
Packard, et al,	**Geography of the World**	MacMillan
Peck, Anne,	**The Pageant of South America**	

WORLD GEOGRAPHY – General course (Elective) one year

Unit Six: North Africa and Southwest Asia Develop a Common Culture.

Suggested Time – Two Weeks

OVERVIEW

The North African-Southwest Asian Culture Area includes a belt of deserts extending from Morocco to Pakistan which has the common problem of inadequate water supply. This belt of deserts has served as a barrier between Europe and southern and eastern Asia. However, the Moslems, Portuguese, French, and British were rivals in trade.

After the discovery of oil in the Persian Gulf by the British in 1907, this area became known as a region rich in this resource. The countries which produced the oil and those which controlled the routes over which oil was brought to Europe became rich. There was a series of revolts against the European powers; in 1958 the United Arab Republic was formed, uniting Egypt and Syria; this union greatly increased power of transit countries in control and profit from movement of oil.

The Moslem World had many conflicts. The discovery of oil in Algeria in 1957 gave France added reason for keeping this part of North Africa. The new Jewish state of Israel struggled to solve problems of land settlement in a poor land, surrounded by antagonistic people. All Moslem countries unite on their hatred of Israel.

SPECIFIC OBJECTIVES

To develop in pupils an insight into the geographic and cultural causes for conflicts in the North African – Southwest Asia

To show pupils that one resource (oil) has a real influence on the people and their development or lack of it

To instill in pupils an understanding of the real rather than surface causes for social and economic conditions of an area

OUTLINE OF CONTENT

I. Countries of the Persian Gulf area are surveyed.

- A. Iraq
  1. Physical character
  2. Agriculture
  3. Oil
  4. Use of revenue
- B. Iran
  1. Background
  2. Nationalism
- C. Saudi Arabia and neighbors
  1. Population
  2. Oil
  3. Jordan

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Develop a paper on "Oil and the Middle East."

Prepare a map of area and show by shading the oil regions.

On an outline map trace the route of an oil tanker from the Middle East to the United States.

VOCABULARY

Mesopotamia
nationalism
sheik
piedmont

II. Eastern and Red Sea countries affect world developments.

- A. Egypt
  1. History
  2. Physiographical features
  3. Population
  4. Agriculture
  5. Suez Canal
- B. Syria
- C. Lebanon
- D. Israel
  1. Background
  2. Settlement
  3. Farming
  4. Industries
- E. Yemen
- F. Eritria

See text.

Prepare a talk on the work of the "World Health Organization of the United Nations in the Middle East."

Hold a panel discussion on "Importance of the Suez Canal."

Construct a model of the Suez Canal.

Compare the Suez, Panama, Sault Sainte Marie, Welland Canals as to length, construction problems, ownership, and tonnage.

Prepare a report on the founding of Israel.

Hold a panel discussion on "Problems of desert farming."

G. Ethiopia

VOCABULARY

fellahin	Fertile Crescent
nitrate	dega
Gaza	oasis

III. North Africa and border countries provide a unique culture.

A. Libya

B. Algeria

C. Morocco

D. Turkey
   1. Area
   2. Population
   3. Agriculture
   4. Industries

E. Afghanistan

F. Pakistan
   1. Population
   2. Agriculture
   3. Indian relations

VOCABULARY

Berber	Islam
Moslem	plebiscite

Appoint a committee to report on the "Dead Sea Scrolls."

Read the account of the temple building in the book of **I Kings**, 6–7. Where did the material come from for the building of the Temple?

See text.

Prepare a report on the "French-Algerian Problem."

Discuss the changes in Turkey since the advent of Ataturk.

Report on the life of Ataturk.

Discussion of Moslem religious beliefs.

Hold a panel discussion on the problems of India and Pakistan.

CULMINATING ACTIVITIES

Assemble a bulletin board display concerning oil, its location and use.

Make a travel folder of the area which has just been studied

Construct a model community farm suitable for Israel.

Assemble a stamp display from the countries studied in this unit.

Each student comes to the blackboard and explains a previously selected term from a prepared list. Use this as a means of evaluating group learning for the unit.

In discussion or in a written lesson have students think on the following:
a. How has nationalism come into conflict with colonialism in North Africa?
b. How important is the oil of the Middle East?
c. To what extent is religion a factor in the problems of the Middle East?

By observation the teacher should consider the following:
a. Do the students know the location of the oil area studied?
b. Does the student appreciate the importance of this area to the world?
c. What French problems in North Africa create difficulties in United States foreign policy?

RESOURCE MATERIALS

James and Davis, (text)	**The Wide World**	Macmillan
Brack, Roy,	**Ghost on Horseback**	Sloane
Copeland, Frances,	**Land Between: The Middle East**	Abelard-Schuman
Goode, J.P.,	**School Atlas, Revised**	Rand McNally
Najafi, N.,	**Reveille for a Persian Village**	Harpers

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Educational Motion Pictures:

North Africa

00–227	**Desert Nomads: French Morocco**
0–960	**Mediterranean Africa**
00–622	**Two Arab Boys of Tangier**

Southwest Asia

00–281	**Building A Nation: Israel**
00–355	**Iran: Between Two Worlds**
00–396	**Middle East**
0X–193	**Middle East**
0–977	**Turkey**

PROFESSIONAL AIDS

Bradley, John H.,	**World Geography**	Ginn
Edelman, Lily,	**Israel: New People in an Old Land**	Nelson
Israel, et al,	**World Geography Today**	Holt
Roeder, William,	**World Geography Visualized**	Oxford

WORLD GEOGRAPHY – General course (Elective) one year

Unit Seven: The Orientals Develop Unique Cultures.

Suggested Time – Six Weeks

OVERVIEW

The Oriental culture area has been occupied by civilized man longer than any other area. Changes in collecting seeds from wild plants, cultivation of crops, domestication of animals, and the formation of the world's earliest religions occur in the Orient. The influence of India and China is greatest in this area.

Ancient religions caused a unique approach in thinking about nature and man. The Oriental thinks of the world around him as it touches his senses. He finds it difficult to follow modern science.

Orientals have different sets of standards for members of their families and for people outside of their families. They teach patience, passive resistance, and acceptance of nature as it is with little or no attempt to control it. Europeans undertook with limited success to influence the Orient with their ideas and culture. Peoples of the Orient resented western controls and the tendency to preach democracy and equality, but not to practice it with them. Some people think that this resentment toward the Occidentals might cause the Orientals to accept communism.

SPECIFIC OBJECTIVES

To develop in pupils a knowledge of Oriental culture and geography in comparison with the Occidental

To show pupils the historical geographic importance and possible future of the Oriental culture area

To help pupils understand recent and contemporary happenings in the countries of the Oriental culture area

To help pupils learn and see the importance of co-operation and support of the United States in assisting the nations of the Orient

OUTLINE OF CONTENT

I. Indian culture influences world peoples.

  A. Population
    1. Density
    2. Problems

  B. Character

  C. Agriculture
    1. Regions
    2. Crops
    3. Low yield
    4. Special animals

  D. Manufacturing

VOCABULARY

low latitudes
flood plain
subsistence crops
resource base

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Develop discussion panel on the religions of India: Hindiusm, Islam, Sikhism, Buddhism, and Jainism.

Prepare a map showing the population distribution in India.

Discuss the agricultural plans of India and the success or near success of these plans.

Have a pupil prepare a floor talk on Gandhi.

II. Southeast Asia emerges into world affairs.

  A. Burma
    1. Agriculture
    2. Minerals

  B. Cambodia, Loas

  C. Malaya and Singapore

VOCABULARY

quinine

See text.

Prepare a resource map of Southeast Asia and discuss its meaning before the class.

Discuss the religious philosophy of Cambodia.

III. Island countries become independent and assume responsibilities.

  A. Ceylon

  B. Indonesia
    1. Physical character
    2. Citizens
    3. Farming
    4. Problems to be solved
      a. Dutch
      b. Japanese

See text.

Discuss "How to Grow Tea."

Investigate the use of drugs in the Orient and the substitutes for quinine.

Discuss the change-over in Indonesia from a colony to a republic. What problems have been encountered?

Write a report on United States – Philippine

c. Economic

Relations, 1902–1962.

C. The Philippines
  1. Location
  2. People and history
  3. Crops

VOCABULARY

copra
manioc
abaca
cinchona

IV. Chinese culture undergoes many changes.

A. Population
  1. Distribution
  2. Density
  3. Rate of growth

B. Physical character

C. Agriculture

D. Resources

E. Foreign contacts

F. Government of Communist China

G. Nationalist China

See text.

Have a committee or individuals read **My Country and My People**, Lin Yutang; **The Importance of Living; The Good Earth**, Pearl Buck, and discuss these before the class.

To see population density, select a square mile area of your community and compare it with China – by chart.

Prepare a panel discussion on the importance of Sun-Yat-Sen, Chaing Kai-Shek, and Mao Tse-tung in modern China.

Report on "China Today."

Draw a map showing principal rivers, cities, mountains of China.

VOCABULARY

arable
culture
hearth
junks

V. Japan adopts western ways.

A. Character

B. Japanese way of living
  1. Make-up of the people
  2. Isolation
  3. Opening to world trade

C. Imperialist expansion

D. Population

E. Farming

F. Fishers

G. Manufacturing

H. Korea and Japan

See text.

Discuss "Shintoism As a Religion."

Make a poster showing some of the Japanese cultural attainments.

Prepare prints with wood blocks and silk screen and explain the process to the class.

Interview a Korean War veteran and ask him to describe the land and climate in Korea as he recalls it.

VOCABULARY

automation
cormorant
feudal
ocean currents
status

VI. Islands of the Pacific develop a regional culture.

A. Habitat
  1. Climate
  2. Ocean currents

B. Island groups
  1. Melanesia
  2. Micronesia
  3. Polynesia
  4. New Zealand
  5. Hawaii

See text.

Prepare a talk after reading **Kon Tiki** by Hyerdahl, discussing the theories expressed and tracing the journey of a map.

Plan a project on native music; have a report by committee or individual using recordings or tapes.

Give a geological-biological report on Coral.

Make a model of an out-rigger canoe and explain how it works.

VOCABULARY

atoll
barrier reef
fringing reef
hurricane
radiation
trade winds
typhoon

CULMINATING ACTIVITIES

Make posters showing the accomplishments of the early Chinese civilization by dynasties.

Have a committee prepare a clipping folder during unit over different regions or countries studied and have chairman report accomplishments of group work.

Prepare an exhibit of maps, pictures, clippings, and articles which will help to better understand the people of Asia.

Secure dolls with Oriental costuming for display in room or window case.

Assemble a booklet on the culture of Japan. What are some of its unique traits?

Make a model of a Japanese house. Why are they so constructed?

Compare the Constitution of Japan with the Constitution of the United States.

Assemble an exhibit of Southeast Asian Temple rubbings.

EVALUATIONS

Prepare a bulletin-board on the problems of Asia, highlighting such things as economic need, population problems, and foreign trade.

Present a dramatization of a day in the life of the Indian Prime Minister.

By discussion or a written lesson ascertain whether the students understand the following:
a. The force of Gandhi on world thinking
b. The religions of the Orient and their effect on world politics
c. How the Oriental philosophy differs from the western philosophy of life
d. Why after three centuries the Japanese allowed Perry to open the area to trade

By observation:
a. Do students understand and appreciate problems of the Orient?
b. Do students have respect for differences in culture and ways of people?

RESOURCE MATERIALS

James and Davis, (text)	**The Wide World**	Macmillan
Bates, Marion,	**Coral Island: Portrait of an Atoll**	Scribners
Bowles, Chester,	**Ambassadors Report**	Harper
Bowles, Cynthia,	**At Home in India**	Harcourt
Dunlap, Albert,	**Behind the Bamboo Curtain**	Public Affairs
Fisher, Louis,	**Life of Mahatma Gandhi**	Harper
Hyerdahl,	**Thor**	Rand McNally
Keith, Agnes,	**Land Below the Wind**	Little, Brown
Landon, Margaret,	**Anna and the King of Siam**	Day
Metha, Ved,	**Face to Face**	Little Brown
Rau, Sntha,	**Home to India**	Harper
Sperry, Armstrong,	**Pacific Islands Speaking**	Random House
Thomas, Jr. Lowell,	**Out of this World**	Greystone

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–625	**China under Communism**
00–500	**Asian Earth**
00–268	**India, Pakistan, & Union of India**
00–226	**Nomads of Jungle (Malaya)**
0X–224	**Face of Red China, Parts I & II**
00– 38	**Indonesia, New Nation of Asia**
0–955	**Formosa**
0–958	**Hong Kong**
0X–192	**Japan**
00–399	**Pakistan**

Motion Pictures:

0–972	**Singapore**
0X–232	**Taiwan – face of Free China (Formosa)**
0–975	**Thailand**
00–225	**Java – Tropical Mt. Island**
00–561	**Malaya – Land of Tin and Rubber**
00–250	**Oriental City – Canton**
00–223	**Peiping Family**
0–310	**People of Western China**
00–429	**Mahatma Gandhi**

PROFESSIONAL AIDS

Bradley, John H.,	**World Geography**	Ginn
Glendinning, Robt. M.,	**Eurasia**	Ginn

PROFESSIONAL AIDS (Continued)

Moore, W.G.,	**A Dictionary of Geography**	Penguin Books
	Focus	**American Geographical Society** (Monthly magazine)

WORLD GEOGRAPHY – General course (Elective) one year

Unit Eight: Soviet Culture Develops in Euro-Asia.

Suggested Time – Six Weeks

OVERVIEW

Russia's historical position relative to East and West can be explained partly by a self-imposed isolation; she was the heir both of the despotism of the Byzantine East and of the more liberalizing influences of the West. After 1917, the issue was decided by the establishment of a ruthless dictatorship, a leader against the spread of the democratic revolution.

An outstanding characteristic of the communist system is regimentation by which the government controls agriculture, industry, education, medicine, and personal freedom. The Soviet economic system as compared with the American economic system includes no competition, high cost of production, high price of consumer goods, and regional self-sufficiency. The emphasis is on heavy manufacturers of war materials and not on consumer goods. This is in contrast with private enterprise in America, in which there is specialization, resulting in a higher standard of living for most people.

The new privileged class within the Soviet culture area is based on membership in the communist party. This minority seized control in 1917 and has ruled in the name of the majority since that time. The party bosses rule by decree – not by persuasion. There is only one party. The Russian Constitution of 1936 sets up many democratic principles, but the government does not practice these principles. Instead, the leaders of the Soviet Union have supreme power; leaders of the Satellite countries are sub-ordinate; and most officials owe their positions to Soviet military force.

The proximity of the Satellite countries sealed their fate after World War II. Beginning with coalition governments, the communist group in first one country and then another was able to seize control with the support of the Red Army and the secret police. With the help of Great Britain and then the United States, Greece was able to stay out of the Soviet orbit.

About one billion people of the world have come under the direct or indirect influence of the Soviet Union. Russia's international relations have included many violations of treaties, military aggressions of unprepared countries and areas, and liquidation of many peoples at home and abroad. The Truman Doctrine, the Marshall Plan, the Berlin Airlift, and the North Atlantic Treaty have helped stop Russian communism and protected free peoples. Foreign aid and additional treaties and defense measures have been projected in the past decade by the free world.

Underlying causes of the Russian aggression and police state include geographic and historical factors. Communist propaganda, economic and territorial aggression, and undemocratic practices should be clearly understood by all peoples of the world. The work of the United Nations should be understood; many possible "hot" wars have been avoided. Much has been done – and will be done – for needy peoples throughout the world. The "cold" war has not become a "hot" war. Much has been done throughout the world to protect the worth of the individual, to safeguard the rights, freedom, and justice of people under the law and in the courts.

SPECIFIC OBJECTIVES

To develop in pupils a functional knowledge and understanding of geographic factors and historical developments in Russia

To show pupils concretely the contrast in the American heritage and Russian communism in one's daily living

To show pupils the positive specific contributions of the Western World to foreign aid, mutual defense and growth of freedom

To point out to pupils the principles and practices of democracy in a world of conflict between the two great powers

OUTLINE OF CONTENT

I. Soviet Russia develops as a world power.

- A. The Empire
- B. Physical character
  1. Plains
  2. Uplands
  3. Mountains
  4. Coastal areas
- C. People and settlement
- D. Agriculture
  1. Regions
  2. Difficulties
  3. Communist farming
- E. Industries

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Draw a map of the Soviet Union showing physical characteristics, major cities, mineral resources, and principal rivers.

Write a paper on "The Spoken Tongues of Russia."

Compare and contrast the collective farms in the Soviet Union with those in Israel. Account for the success of one and the failure of the other.

Discuss the differences and similarities of the Greek Orthodox Church and the Roman Catholic Church. Why are there two churches?

Hold a panel discussion on the ways the free world is attempting to stop the spread of communism.

- F. Mineral resources
  - 1. Regions
  - 2. Oil
- G. Economy
  - 1. No competition
  - 2. No free market
  - 3. High cost
  - 4. Regional specialization
  - 5. Hardships
- H. Politics
  - 1. Communism
    - a. Founding
    - b. Russian state
    - c. Growth by force
  - 2. Leadership
    - a. Lenin
    - b. Stalin
    - c. Khrushchev
  - 3. Basic concepts
    - a. Religious suppression
    - b. Controlled thought
    - c. Suppressed minorities
    - d. Communism or democratic concepts
    - e. Struggle for world leadership

VOCABULARY

heartland
permafrost
steppes
taiga
tundra

Prepare a chart on Russia and the United States comparing them as to freedom of speech, religion, press, voting, kinds of farms, and property ownership.

Report on each of the attempts to establish world peace and tell of the success or failure of the organization and why.

Report to the class on the lives and the place of the following in Russian history:

Tamerlane, the Great; Genghis Kahn; Ivan the Terrible; Catherine, the Great; Alexander II; and Rasputin.

Discuss "Communism as Practiced in the Soviet Union Is Not True Communism."

Give a floor talk on the "Hungarian Revolt of 1956."

Present a news program with reporters in various sections of the Soviet Union telling what is going on in those places.

Make a list of Russia's ten largest cities and tell their population and the ways of earning a living.

Compare and contrast the teachings of Marx with the writings of Jefferson in a class paper or floor talk.

Conduct a panel on the leaders of modern Russia and their contributions or changes in doctrine of the following leaders: Lenin, Stalin, Khrushchev.

Select a panel from volunteers to discuss religious persecution in the Soviet Union. The group could use church papers, magazines, interviews or tapes in the presentation.

Bring to class a record of Russian songs and discuss them when they are played.

Write an essay contrasting "Democracy and Communism" or "Two Political Systems."

Discuss the origin of the Russian alphabet.

Make a list of the geographic factors that play an important part in determining Soviet economic and political development.

II. The Satellite countries come under Russian domination.

- A. Poland
  - 1. History
  - 2. Farm system
  - 3. Communist changes
- B. Czechoslovakia
  - 1. Background
  - 2. Manufacturing
- C. East Germany
  - 1. Division
  - 2. Industry
- D. Hungary
- E. Romania
- F. Bulgaria
- G. Albania
- H. Yugoslavia
  - 1. People
  - 2. Political difference
- I. Mongolia

See text.

Prepare a paper on the reasons why the following leaders were responsible for the partition of Poland:

Frederick, the Great; Maria Therese; Catherine, the Great.

Prepare a chart on "How geography has helped mold the people of the following areas" (Use historical examples to illustrate your answer):

Albania, Yugoslavia, Switzerland, China.

Prepare a committee report on the methods of Russian propaganda with examples of types of propaganda used today.

What are or were the ideas of the following with regard to personal freedom?

Jan Paderewski, Thomas Masaryk, Eduard Benes, and Marshall Tito.

VOCABULARY

Polish corridor	trashumance
Magyars	

CULMINATING ACTIVITIES

Draw an outline map of Russia and her satellites labeling the countries absorbed by Russia and the year the countries were taken over by Russia.

Make a list of the characteristics of a steppe. Describe these features of a steppe which make it different from a farm as we know it.

Assemble a bulletin board display showing the products of the Soviet Union.

Compare the United States Constitution and the 1936 Soviet Constitution. Then discuss and list the ways that the Russian written Constitution has been subverted.

Have students draw geographical terms from a box and identify them. If any student is unable to identify, a volunteer may provide the correct answer.

EVALUATIONS

By class discussion or written lesson students should consider the following:
a. The nature of the communist challenge
b. The uses of the freedoms we have
c. Interpreting the freedoms to the rest of the world.
Do pupils recognize the challenges of communism today and its evils?

Are the pupils more aware of the value of our freedoms and the price that must be paid in personal responsibility to maintain freedoms?

RESOURCE MATERIALS

James and Davis, (text)	**The Wide World**	Macmillan
	Encyclopedias	
Gunther, J.,	**Inside Russia Today**	Harpers
Hotchkiss, Christine,	**Home to Poland**	Farrar
Hunt, R.N.,	**The Theory and Practice of Communism**	Macmillan
	Junior Review	Civic Education Service
Michener, James,	**Bridge at Andau**	Random House
Moorelead, Alan,	**The Russian Revolution**	
Overstreet and Overstreet,	**What We Must Know About Communism**	Norton
	Scholastic Magazine	
Kansas City Star	**Social Studies** Supplement 2	

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Educational Motion Pictures:

0–658	**Communism**
00–475	**Poland**
0X–237	**Poland, Land under Communism**
0X–195	**Russia**
00–589	**Russian Life Today – Inside Soviet Union**
00–437	**Soviet Union – Land & People**
00–228	**Slovakia (Farms & Towns)**

PROFESSIONAL AIDS

Andrews, William,	**Constitutions and Constitutionalism**	Van Nostrand
Bradley, John H.,	**World Geography**	Ginn
Colegrove, Kenneth,	**Democracy versus Communism** (2nd Ed.)	Van Nostrand
Glendinning, R.,	**Eurasia**	Ginn
Lindholm, Driscoll,	**Our American Economy**	Harcourt
Rienow, Robert,	**American Government in Today's World**	Heath
Treadgold, D.W.,	**Twentieth Century Russia**	Rand McNally
Hoover, J. Edgar,	**Masters of Deceit**	Holt

WORLD GEOGRAPHY – General Course (Elective) one year

Unit Nine: Geography Helps Determine African Culture.

Suggested Time – Four Weeks

OVERVIEW

The African culture area includes the whole continent of Africa south of the Sahara. Some of the characteristics of the African culture are similar to that of the Orient – both were fertile fields for Nineteenth Century European imperialism; both have recently gained independence and are now areas of intense nationalism; both have serious problems of adjustment.

The most important problem for South Africa is that of relations between the different groups which make up the population. A combination of geographic and historical factors has produced the problem. A great variety of solutions of racial conflict have been attempted.

The African culture area has more than its share of conflict and antagonism but is not as potentially dangerous for world peace as those raging in the Middle East. There is a need for greater opportunities for education and economic advancement. Ideas of the democratic revolution which Europeans imported are universal and irresistible. But there are many "growing pains" in the development of the democratic concept in Africa.

SPECIFIC OBJECTIVES

To develop in pupils a knowledge of some of the geographic factors and historical developments in the African culture area

To show that contemporary problems of independence and freedom in African countries involve time, adjustments, and education with some outside assistance on our part

To point out the possible solutions to contemporary problems in Africa

OUTLINE OF CONTENT

I. Neighbors of South Africa struggle for political and economic independence.
    A. Habitat
    B. Settlement
        1. Dutch
            a. Slave trade
            b. Afrikaners
        2. English
    C. Population
    D. Agriculture
    E. Mining
        1. Gold
        2. Diamonds
    F. Manufacturing
    G. Conflicts
        1. Europeans
        2. Natives
        3. Indians
    H. South-West Africa
    I. Protectorates
        1. Bechuanaland
        2. Swasiland
        3. Basutoland

LEARNING EXPERIENCES AND ACTIVITIES

See text.

On an outline map of Africa enclose the area studied here and add the physical characteristics, principal cities, and rivers.

Draw the population map of Africa with an explanation of the reasons for the population in the areas.

Draw a bar graph representing the gold production of the world with Africa, United States, Canada, U.S.S.R., Mexico, Australia, and others.

Report on the writings of Theodore Roosevelt concerning Africa.

Prepare a report on race relations after reading Alan Paton's **Cry the Beloved Country.**

Discuss in a floor talk the Kruger National Park.

Report on the tsetse fly in Africa today.

Have a panel report on the people who live in the Kalahari desert after reading books on the subject.

VOCABULARY

Afrikaners
boer
coloureds
escarpments
Kalahari
placer mining
vein mining
veldt.

II. Tropical Africa's people seek recognition as independent nations.

A. Area

B. British influence areas
  1. Rhodesia – Nyasaland
  2. Tanganyika
  3. Kenya
  4. Uganda
  5. Zanzibar
  6. Gambia

C. Nationalism's growth
  1. Sierra Leone
  2. Ghana
  3. Togo
  4. Nigeria
  5. Republic of Congo
  6. Katanga
  7. Angola

D. Liberia
  1. American settlement
  2. Liberian race distinctions

E. French areas
  1. West Africa
  2. Equatorial Africa
  3. Madagascar

F. Portugese areas
  1. Mozambique
  2. Guinea and the Islands

See text.

Draw a map showing the tsetse fly area of Africa and shade the poor diet areas of meat shortage.

By using the **Reader's Guide** prepare a talk on the Mau Mau in Kenya.

Discuss the contributions of the following men to Africa: David Livingstone, Mungo Park, Hugh Clapperton, Richard Lander, and Heinrich Barth.

Give a talk on the Cairo to Cape Town railroad.

Study the life and work of Cecil Rhodes in South Africa.

On an outline map of Africa print the names of all the political divisions and their capitals.

VOCABULARY

cacao
headward
rift valleys
sisal
volcanic

CULMINATING ACTIVITIES

Listen to records of tribal music and explain the meaning as the records play.

Prepare a bulletin board with a large African map with ribbons denoting the new countries of Africa.

Make a representation of a native village showing the class the highlights of village life.

Have a debate on one of the following:
a. "All colonial areas of Africa should be given their freedom."
b. "Indirect rule is better than direct rule for colonial territory."

Write a newspaper story on "A visit to the hospital of Dr. Albert Schweitzer in Equatorial Africa."

EVALUATIONS

Determine through oral and written reports pupils' knowledge and understanding of geographic and historical factors as a background for contemporary Africa and its problems.

Evaluate by observation and participation in a panel discussion and an open forum the pupils' critical thinking on the possible solutions to African problems. The teacher might lead the discussion.

Check pupils' skill in map reading on the African countries and their relation to each other and to other countries.

Using current events, see if the pupils can explain the present day happenings in the light of geographic factors and historical developments.

RESOURCE MATERIALS

James and Davis, (text)	**The Wide World**	Macmillan
Cloete, Stuart,	**The African Giant**	Houghton Mufflin
Dinesen, Isak,	**Out of Africa**	Random House
	Shadows in the Grass	
Grzimek, B.,	**No Room for Wild Animals**	Norton
Gunther, John,	**Inside Africa**	Harpers
Paton, Alan,	**Cry the Beloved Country**	Scribner
	Land and People of South Africa	Lippincott

Vander Post, L.,	The Lost World of Kalahari	Morrow

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–15	Backward Civilization – Berbers
0–880	Buma – African Sculpture Speaks
0–175	Giant People
0–307	People at the Congo
00–92	Pygmies of Africa
00–224	Riches at the Veldt (South Africa)
0X–222	Tropical Africa
00–465	Union of South Africa

PROFESSIONAL AIDS

Bradley, John H.,	World Geography	Ginn
Cooper, Edward,	World Geography	Macmillan
Fitzgerald, Walter,	Africa	
Lobeck, A.,	Things Maps Don't Tell Us	
Packard, et al.,	Geography of the World	Macmillan
Russell, et al.,	Culture Worlds	Macmillan
Stamp, Dudley,	Africa – A Study in Tropical Development	

WORLD GEOGRAPHY – Adapted Course (Elective) one year

Unit One: How Do We Study Geography?

Suggested Time – One Week

OVERVIEW

A broad training in world geography should be an integral part of the social studies program in the secondary school. The need for an intelligent understanding of geography is more evident today than ever before. As civilization has developed, world peoples have become more interdependent. Many of our present problems such as those of transportation, communication, malnutrition, and international relations are geographic in origin. A working knowledge of modern geography is essential for an understanding of what is read, seen, and heard.

World geography in the secondary school should strengthen and broaden the knowledge of descriptive regional geography studied in the elementary school. It should be presented as a living story or drama and not as memorization of encyclopedic facts and statistics. We live hours, not days, from the distant areas of the world. Thus, citizens of the United States can no longer lack interest in or ignore people in remote areas of the world and still remain a leader of the free world.

As we study geography, we will become more familiar with many people whose ways of living and customs have been strange and unusual to us. We will learn why these people of other lands live the way they do, and after our study we will know them better and will realize that they are not as different as we thought at first.

After our study of geography we will realize that all peoples of the world are influenced by the world around them and that some of our problems and struggles are the same as other peoples of the world.

SPECIFIC OBJECTIVES

To emphasize with students the importance of a working knowledge of fundamental elements of man's geographic environment: location, surface configuration and terrain, climate and weather, ocean currents and winds, and soil and place geography-factors influencing life and cultural relationship of world peoples

To develop student study skills in obtaining and interpreting geographic information

To provide student learning activities that will develop skill in the use of maps, charts, and globes

To encourage students to relate the study of geography to their daily living here and now

OUTLINE OF CONTENT

I. The study of world geography contributes to the knowledge, attitudes, and understanding of the world and its problems.

  A. Importance of geography
    1. Study of people and places
    2. Picture of the world of work
    3. Interdependence of people
      a. World trade
      b. International relations

  B. Importance of maps and globes in the study of geography
    1. Types of map projections
      a. Mercator
      b. Polar
      c. Homolographic
      d. Interrupted
    2. Illustrations of how maps show distance and direction
    3. Purpose of outline maps, colored and shaded maps, dot and circle maps, contour line maps, and relief maps
    4. Pictures and map legends

  C. Attitudes to be developed
    1. A sympathetic and understanding attitude toward the world's people
    2. A tolerant spirit in viewing cultural differences
    3. A healthy attitude toward conservation of human and natural resources
    4. A realization that the United States must nurture a world point of view

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Bring a newspaper to class with articles and items concerning world trade and international relations marked with colored pencil.

Discuss ten geographical factors that have made the United States an important country.

Make a list of all the things (with special reference to food, shelter, and clothing) which you use repeatedly in your daily life. Mark the things that come from within ten miles of your home and those that come from a greater distance. Mark all items that come from foreign countries and, wherever possible, write the names of the country as.

List the basic occupations carried on around your home. Tell how these contribute to the economic well-being of the community.

Make a list of the four most commonly used map projections and tell the advantages and disadvantages of each.

On an outline map of the United States color in Missouri and the state where you were born. Draw a circle around the two largest population areas, major mountains, and ranges. Draw and label the major rivers.

5. An appreciation of the development of democracies throughout the world

VOCABULARY

climate
contour
geography
interdependence
latitude
longitude
projections
terrain

Using your outline map (if ½ inch equals 50 miles), discover how far it is across our country from north to south; east to west.

Look over the table of contents and organization of the text.

List as many reasons as you can to explain why maps and globes are a geographers most important tools.

II. The development of skills is needed for a successful study of world geography.
   A. Survey of the text
      1. Table of contents
      2. Index and glossaries
      3. End of chapter reviews and activities
      4. Vocabulary building
   B. Maps and globes
      1. The making of simple maps
      2. The understanding of global concepts
      3. The interpretation of maps, globes, and charts
      4. The making of geographical deductions
   C. Correct use of atlases and almanacs
   D. Preparing special reports
   E. Using the library
   F. Keeping a notebook
   G. Taking notes
   H. Taking part in class discussion
   I. Viewing audio-visual materials
   J. Reading and interpreting current newspapers and magazines
   K. Selected viewing and listening to TV and radio

VOCABULARY

deductions
international date line
time zone

See text.

Discuss and indicate on a globe a great circle route.

Explain time zones and international date line.

Give the latitude and longitude of the following cities: New York, Kansas City, Bombay, Moscow, London, and Tokyo.

CULMINATING ACTIVITIES

Geographical map exercise – A student goes to the wall map and has ten seconds to locate a place given by another student (the areas have been previously limited). If the student at the map cannot locate the place in the designated time, the person who gave the area comes to the map to locate the place in ten seconds. If he cannot find it on the wall map, he must sit down and the first person remains at the map, and the class helps in the finding process.

Appoint a committee to locate the continents, rivers, and land areas of the world.

Appoint volunteers to use library in reporting some world problem relating to geography.

Early in the week appoint a small committee to study a map or globe intensively and report observations to the class. Each presents some independent observation.

EVALUATIONS

Are the students ready to continue their study in world geography?

Has the students' interest in geography increased in this week of orientation as shown by student conversation and general classroom atmosphere?

Has the student shown his ability to relate geographic information in the reading of the daily newspaper?

Has the student gained confidence in the use of available maps and globes?

RESOURCE MATERIALS

Bradley, John H., (text)	**World Geography**	Ginn
	Work-study Skills Workbook	Scholastic Magazine Nos. 1 (elementary) 2 (secondary)
James and Davis,	**The Wide World**	
	Geography for Today	Charles E. Merrill
	Maps and Their Uses	Charles E. Merrill

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

See Audio-Visual Catalogue

PROFESSIONAL AIDS

	Denoyer's School Atlas	Denoyer-Geppert
Goode, J. P.,	**Goode's School Atlas, Revised**	Rand McNally
Gross, Richard E. and Zeleny, Leslie D.,	**Educating Citizens for Democracy**	Oxford University Press
	Hammond's Comparative Atlas, (Desk Edition)	C. S. Hammond
	Handbook of Map and Globe Usage	Rand McNally
James, Preston E.,	**New Viewpoints in Geography**	Yearbook #29 National Council for Social Studies, 1959

WORLD GEOGRAPHY – Adapted course (Elective) one year

Unit Two: We Learn About The Earth and Man's Dependence.

OVERVIEW

Weather and climate influence vegetation and human activities. Weather plays a part in every man's life. Climate may cause success or failure, and the necessities of life depend upon it.

There is a relationship between the movements of the earth and climate. Other factors are related to the march of seasons, temperature, and the slant of the sun's rays. Another geographic relationship is that which is between man and the surface of the land. Four main types of landscape include mountains, hills, plateaus, and plains. These factors affect peoples and civilization. TVA is an illustration of a cooperative effort to solve many geographic problems for a region.

Plains are more important to man's development than are other land forms. There is greater advantage on plains for industry, transportation, and growth of civilization; opportunity is provided for cooperation in plain areas; but conflicts and war often occur. The use that men make of the earth may be determined more by cultural influences than by geographic influences.

SPECIFIC OBJECTIVES

To develop in students the recognition of geographic influences on man's development

To show students the advantages and disadvantages of land forms and climate on civilization

To give evidence to students that man can control and condition his environment

OUTLINE OF CONTENT	LEARNING EXPERIENCES AND ACTIVITIES
I. The differing climates of the earth help to explain man's activities.	See text.
A. Activities of Man 1. Occupational 2. Cultural	Prepare a list of at least five occupations dependent upon the climate.
B. Climatic zones 1. Polar 2. Temperate 3. Tropical	Using a globe, map, or atlas, indicate where most of the world's population is found. Explain why it is found in these climatic zones. Collect pictures showing people living in each zone. Pictures will show clothing, food, houses, and industries.
C. Climate and vegetation 1. Forest 2. Grassland 3. Tundra and desert	By using maps in your text, tell what climatic-vegetation region you live in. Make a list of what you think are the outstanding characteristics of your region.
D. Climate and the movements of the earth 1. Seasons 2. Temperature and the length of day and night 3. Winds	Motion Pictures: 0– 716 **What Is A Map?** 00– 547 **Climate and the World We Live In** 0– 891 **Life in the Desert** 0– 892 **Life in the Forest** 0– 893 **Life in the Grasslands**
VOCABULARY astronomical atmosphere climate culture equinox frigid occupation savanna solstice steppe temperate tropic vegetation weather westerly winds	Filmstrip: F–1088 **Where People Live and Work** Read the daily temperatures recorded on a thermometer outside your school window. Take the thermometer reading at the same time each day for ten or fifteen days. Record your findings each day by making a chart or graph. Compare your findings with those of the local weather station. What conclusions can you draw?
II. The surface of the earth is not flat.	See text.
A. Differing ideas 1. Early 2. Columbus 3. Modern	Report on the topic "What if the world were flat?"
B. Elevation and relief features	How could you as a student show by relief features on a map the effects on people and places if the world were flat?

VOCABULARY

altitude
elevation
Herodotus
Magellan
reliefs

III. The landscape of the earth is varied.

- A. Highlands
  1. Mountains and valleys
  2. Foothills
- B. Flatlands
  1. Plateaus
  2. Plains
- C. Lowlands
  1. Below sea level
  2. Swamps
- D. Water
  1. Ocean
  2. Sea
  3. Lake
  4. River

VOCABULARY

foothills
hills
landforms
landscape
plains
plateaus

Filmstrips:

F–402 **Maps and Men**
F–399 **Maps and Their Meaning**

See text:

Compare the map of land forms with the map of climatic-vegetation regions. What comparisons can you make?

Compare the way people travel in your city with the way they travel in some foreign country.

Have you ever had a disastrous flood near where you live? If so, collect pictures, newsclippings, etc., of the flood and explain what is now being done to prevent flooding.

Construct a model showing the topography of your state. Make a simple contour map of the same area. Arrange to display the two projects.

Prepare a report explaining the many uses of water. How is water related to man's basic needs?

Report on a "real" or "imaginary" trip to a mountain, plains, or lowland region. Report on any changes that one might need to make.

On a world outline map indicate by using different colors (or shadings) the highlands, the flatlands, and the lowlands.

Debate: Resolved: That only tall people can live in the mountains.

Using the spelling-bee technique, locate the mountains, rivers, deserts, and river valleys of the world.

Pretend that you could live anywhere in the world. Explain the landscape that you would view each morning in the particular area when you stepped out of doors; remember that seasons change.

CULMINATING ACTIVITIES

List all the ways in which you believe climate affects the lives of the people in your community.

Compare climate with weather.

On a wall map show some of the mountains, plateaus, and plains of the world. Explain their effects on peoples and civilizations.

Draw a diagram of the seasons and describe how they are caused.

Make a drawing which shows the astronomical zones of the earth. Describe them.

Give an oral or written report to prove that plains are better locations for people than are hills, plateaus, and mountains.

What is meant by the statement that the use men make of the earth may be determined more by cultural influences than by geographic influences?

Have several students, each representing a different area of the world, give to the class the description of the people's occupation, the food they eat, and the clothes they wear. It may be necessary for the students to give other hints. **The objective is for the class to guess from what areas these students come.**

EVALUATIONS

Do the pupils understand these:
a. That climate and topography affect the way man makes his living?
b. That, although climate and topography are of primary importance, man is not dominated by them?
c. That mountains don't come to men but men can go to the mountains?

During class discussion have the pupils show they possess the knowledge necessary for basic understanding and advancement to the next unit.

RESOURCE MATERIALS

Bradley, John H., (text)	**World Geography**	Ginn
Carpenter, Shirley and		
Davis, Nelda,	**The Wide World**	MacMillan
Fisher, Robert Moore,	**How About the Weather?**	Harper
James, Preston and		
Kellogg, Charles E.,	**The Soils that Support Us**	MacMillan
Lobeck, Armin K.,	**Things Maps Don't Tell Us**	MacMillan
Neurath, Marie,	**Mountains and Valleys**	Doubleday
Smith, Elva S., (comp)	**Adventure Calls: True Stories and Some That Might Be True**	Lothrop

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0– 296	**Our Earth**
0– 601	**Maps and their Uses**
00– 459	**Our World**
0– 8	**Maps for a Changing World**

Filmstrips:

F–1086	**Using Maps and Globes**

PROFESSIONAL AIDS

Atlases	**Denoyer's School Atlas**	Denoyer–Geppert
	Hammond's Comparative Atlas (Desk Edition)	C.S. Hammond
	Rand McNally World Guide	Rand McNally
General Reference	**Webster's Geographical Dictionary**	G. and G. Merriam Springfield, Mass.
	Any good encyclopedia Government Publications such as "Monthly Climatic Data for the World"	
Periodicals	**The Geographical Review** (quarterly)	American Geographical Soc.
	National Geographics	

WORLD GEOGRAPHY – Adapted Course (Elective) one year

Unit Three: We Examine the Barren Lands and the Mild Climate Areas.

Suggested Time – Six Weeks

OVERVIEW

In comparing the polar regions and explaining latitude and longitude, the teacher will want to make adjustments to fit the needs and abilities of pupils.

In this unit the tundra land, the peoples, and the forest lands of the far north should receive some practical emphasis. Some functional consideration of the structure and behavior of the atmosphere may be given concretely. The explanations of drawings will help to develop these concepts. Climate as a factor affects regions and areas.

The nature and causes of desert lands should be developed clearly with a recognition of how irrigation has made rich farm lands out of many worthless desert lands. The grasslands or steppes and the flat plain area are shown as influential factors in men's progress or in his lack of progress.

Man has done a great deal to make these environments livable and profitable through irrigation, modern inventions, scientific farming, and improved transportation.

SPECIFIC OBJECTIVES

To develop in pupils elementary knowledges and skills in use of longitude and latitude

To present evidence to the pupils of man's ingenuity and ability in transforming wastelands into profitable and suitable environments for living and working

To show pupils the possibilities of future economic developments in the Old World steppes and wastelands

To give evidence to the pupils as that they may discover that climate is an important influence on man's environment

OUTLINE OF CONTENT

I. There are places in the world where few men live.
   - A. Regions of the cold winds
     - 1. Polar areas compared
     - 2. Tundra and its people
     - 3. Forest areas of the Far North
   - B. Regions of the hot dry winds
     - 1. General nature of dry lands
     - 2. Deserts of the temperate zone
     - 3. Deserts near the equator
     - 4. Desert life
   - C. Reclaiming the barren lands
     - 1. Irrigation
     - 2. Reclamation

VOCABULARY

Antarctic
Arctic
arid
artesian
arterian
oasis
rain shadow
reclamation
steppe
taiga
tundra

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Pretend that you are a zoo keeper and all your wild animals have escaped and have gone back to their original homes. Explain where you would go to find them.

Make a chart showing the characteristics of the major types of climate. List the types of climate in the left hand column. Divide the remainder of the chart into four more vertical columns and use these headings: Characteristic of Climate, Natural Vegetation, Natural Resources, Leading Activities.

Using the library or other reference sources, report on the activities of the men working at the South Pole.

Draw or collect pictures showing how man has adapted his activities to the different climatic conditions.

Globe and map activities – Locate Thule on the map. Why is an air base there important to the defense of North America? Why do airplanes fly across the Arctic region? Study the two polar regions. What differences do you observe?

Motion Picture:

0–929 **North Pole:**

II. Most people live in comfortable climates.
   - A. Winds of the world
     - 1. Pressure belts
     - 2. Winds and ocean currents
     - 3. Prevailing winds

See text.

One of man's great problems is the occurrence of sudden wind storms, such as tornadoes and hurricanes. What can man do to reduce the dangers of these destructive forces?

B. Regions of mild, moist winds
   1. West coast climate and its effects
   2. Mediterranean climate and its effects

C. Region between the desert and the mountains
   1. Nature of the steppe
   2. Western hemisphere plains
   3. Old world plains

VOCABULARY

- cultivation
- equatorial currents
- nomads
- prairie
- semi-arid
- terraced
- westerly winds

Examine maps in your textbook. Report which wind currents can be used by a sailboat to go from the United States to Europe; from Europe to South America; from South America to China.

Report to the class reasons explaining why ancient cultures developed in areas with a Mediterranean climate.

Have you traveled across the United States? Describe each climate zone that you have passed through.

CULMINATING ACTIVITIES

Using the local newspaper, make a weekly or monthly graph of the temperature and precipitation in your community.

Recall the coldest period of weather you can remember. How did it make you feel? How was your appetite? How would you prepare to live in a climate where extreme cold lasted for several months?

Look in an encyclopedia for the different kinds of people who live in tundra lands. Describe how they live and the influence of climate on their lives. Do the same for the Taiga peoples.

Examine diagrams of prevailing wind directions in your text. What is the best route from North America to Europe and return in a sailing ship? Would there be any difficulty in a sailing ship race from North America to South Africa?

List six leading products of regions with west coast marine and mediterranean climate.

Locate and label the chief desert regions on an outline map of the world.

Compare the life of a Nile Valley farmer with that of an Arabian nomad. Account for differences.

Using maps in the text; point out irrigation developments, climate, and rainfall of particular areas.

Mark the chief regions of dry grasslands on an outline map of the world. Indicate the chief activities of the inhabitants of each grassland region.

Make a list of the characteristic features of a steppe. Describe the features of a steppe which distinguish it from a desert and a prairie.

EVALUATIONS

Are pupils able to point out on a map of the world various land areas and tell their influence on people?

Does discussion indicate that pupils can explain causes and effects of geographic factors on peoples and places?

Do pupil attitudes reflect an understanding and appreciation of man's struggle to live on different land areas and his achievements and adjustments to these areas?

Is pupil knowledge and understanding of the modern world and current news shown in his geographic study, reading, and discussion?

RESOURCE MATERIALS

Bradley, John H., (text)	World Geography	Ginn
Hayward, Arthur L.,	Explorers and Their Discoveries	Abelard-Schuman
Neider, Charles (ed.),	Man Against Nature	Harper
Tomlinson, H. M.,	The Sea and the Jungle	Harper

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–227	Desert Nomads
00–736	Everyman's Empire
00–294	Life in the Sahara
00–380	Arabian Children
0–771	Arabian Bazaar

PROFESSIONAL AIDS

Barnard, J. Darrell and Edwards, Lon,	**Basic Science (Units 2 and 7)**	**Macmillan**
James, Preston, and Davis, Nelda,	**The Wide World**	**Macmillan**
	Map and Globe Usage Handbook	**Rand McNally**

WORLD GEOGRAPHY – Adapted course (Elective) one year

Unit Four: We Investigate the Warm, Humid Lands.

Suggested Time – Four Weeks

OVERVIEW

The people of the humid continental lands raise more food than the people of all other climatic regions; they produce more of almost everything else that civilized men require. They have made more achievements in mining minerals, manufacturing machinery, building railroads, and running governments than all the rest of mankind combined. The climate and weather are favorable for the health and vigor of the people.

The humid sub-tropical lands produce a variety of forests, cotton, soybeans, tobacco, fruit, nuts, and other agricultural crops and animal products. The New South in the United States has textile mills, paper mills, oil refineries, and chemical plants. The humid sub-tropical lands of South America consist of much grassland and the pampas; much of this land is given over to raising of cattle and sheep. Some of the finest forest lands are found in South America.

The Oriental ricelands and the crops of Southeast Asia are limited and many of the people are underfed, overworked, and miserably poor. There is a need for more land to be put under cultivation at less cost in human toil and fatigue. In Africa the lands are used for sugar cane; in Australia they are used chiefly for dairying and the raising of sheep.

The savannas, monsoon regions, and vegetation have their effect on men and their living and working. The jungles and rain forests affect agriculture. Climate appears as king. Here, there has been some advance in science and sanitation, although there is much to be done for mankind in these underdeveloped areas of the world.

SPECIFIC OBJECTIVES

To develop in pupils an understanding of the limitations and obstacles to living in the warm, humid lands

To show pupils some characteristics of these peoples and their adjustments to the environment

To indicate to pupils that under more favorable conditions civilizations develop more rapidly

OUTLINE OF CONTENT

I. An area as large as a continent will have varied weather.

- A. Weather on parade
    1. Four seasons
    2. Rainfall
    3. Warm and cold air fronts
- B. Weather forecasting

VOCABULARY

barometer
climate
cyclone
front
humidity
weather

II. The warm, humid climate is found in the northern temperate zone.

- A. Humid continental climate in North America
    1. Good farmland
    2. Belts of farm products
- B. Humid continental climate in other lands
    1. Europe
    2. Central East Asia

VOCABULARY

forage crops
market crops
truck farming
fertile soil

III. The humid sub-tropical lands are wide-spread.

- A. Southeastern United States
    1. Cotton growing

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Obtain from your newspaper weather maps for a period of five consecutive days. Be sure to put the date on each map. Compare the maps. What do they show? Did the weather conditions they predict occur? Can you forecast the weather conditions for the sixth day?

Visit the local weather bureau or have a visitor from the local weather bureau speak to the class about weather, instruments used for weather forecasting, and the need for the forecasting of weather conditions.

Motion Pictures:

0–808 **Weather**

See text.

Plan the kind of vegetable garden which you feel will grow well where you live. Explain why some crops will not grow in your climate zone.

By using a globe or map point out areas in Europe which you believe grow the same crops as your state. Check your answers by using maps in your text, or use an almanac.

Motion Pictures

0– 86 **Cotton**
0–425 **Truck Farmer**

See text.

Make a display of pictures or drawings showing the foods and crops grown in the South. Make a

2. Other crops
3. Problems of progress

B. Other lands
1. South America
2. Orient
3. Southeast Asia
4. Australia

VOCABULARY

boll weevils
erosion
lowlands
maize
non-agricultural industries
pampas
rice paddies
sub-tropic
The South

IV. The low latitude savanna and rain forest lands are mysterious.

A. Tropical grasslands

B. Jungles and rain forests

VOCABULARY

migratory agriculture
monsoon
savanna
torrid
tropic of cancer
tropic of capricorn

comparison with your state.

Make a display of pictures showing the industries and people of the South. Make comparisons with your state.

Debate: Resolved: That the food grown in America should only be eaten by Americans.

From the almanac or other sources list all the nations that grow cotton and compare the amount that each of them grows with the amount grown in the United States.

Try building a "rice paddy." Use a shallow pan, dirt, water, and grass seed. Explain why the rice bought in the grocery store will not grow.

Motion Pictures:

00–304	**Story of Rice**
0– 2	**Rice in Today's World**

See text.

Make an imaginary trip to Africa. Report to the class the things you saw.

In reference books look up the diseases which are common in the jungle. Describe to the class their symptoms, how each is spread, how each can be prevented or controlled, and the after-effects of each.

By using a relief globe or map explain why the capital of Ecuador is not hot and humid, although it is located very near the equator.

On an outline map of the world indicate areas having the following amounts of rainfall:

less than ten inches, ten to twenty inches, twenty to eighty inches and over eighty inches.

Motion Pictures:

0X–230	**South America**
0X–222	**Tropical Africa**

Choose a latitude line near a local big city. Follow it around the world. Do you find climatic regions different from your own? If so, explain the reasons for the differences.

CULMINATING ACTIVITIES

Having studied the different climatic areas of the world, make a notebook describing either by picture or written report these things for each of the areas: the food and animal products, wild animals, the people, the natural resources, the power used, the industries, and the types of transportation and communication.

Make a chart showing the length of the growing season and the rainfall required for wheat, corn, rye, barley, sugar beets, oats, potatoes, and hay.

Prepare an advertisement emphasizing the advantages of living in any climatic area of your choice.

Go to a grocery store and make a list of the fruits, vegetables, meats, and unusual foods sold in your grocery store. Find out where they come from and make a map showing the places where they are produced. Explain how they reached the store.

EVALUATIONS

During class discussion have the pupils shown that they realize that men and their activities should be judged in the light of their environment and not by our own prejudices?

Have the students gained an adequate knowledge of the warm, humid lands and their problems so they may converse intelligently?

Do the students realize that nature's gifts are not spread equally throughout the world?

RESOURCE MATERIALS

Bradley, John H., (text)	**World Geography**	Ginn
Brunhes, Jean,	**Human Geography**	
Buck, Pearl,	**The Good Earth**	
Pounds, Norman J.G., and Cooper, Edward E.,	**World Geography**	Southwestern
	Lands and People Series	Macmillan
Fisher, Robert Moore,	**How About The Weather?**	Harper
Gunther, John,	**Inside U.S.A.**	Harpers
Van Cleef, Eugene and Finney, John C.,	**Global Geography**	Allyn and Bacon

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures

00- 3	**Geography of the U.S. – An Introduction**
0X- 40	**Water and Grass**
00- 77	**Wheat Farmer**
00- 761	**Corn Farmer**
00- 802	**Miracles from Agriculture**

PROFESSIONAL AIDS

Government Publications:

Agricultural Situation (monthly)
Foreign Agriculture (monthly)
Foreign Commerce Weekly, Journal of International Economy

Yearbooks of the United States Department of Agriculture (Published yearly)

Periodicals

Journal of Geography (monthly)	A.J. Nystrom
Economic Geography (quarterly)	Clark University
National Geographic Magazine (monthly)	The National Geography Soc.
Geographic School Bulletins (30 weekly issues)	The National Geographical Soc.

WORLD GEOGRAPHY – Adapted course (Elective) one year

Unit Five: We Learn What Natural Resources The Earth Provides And the Ways Man Puts Them To Use.

Suggested Time – Six Weeks

OVERVIEW

In this unit we shall study the value and distribution of the living resources. We shall also examine the proper use of these resources, the struggles for them, and the conservation of forests, grassroots, and wilderness.

Without soil, which is a combination of living and mineral resources, man could never have come into existence. Man is influenced by the soils that cover the land surfaces; civilizations depend upon its conservation and use.

The history of mankind tells a story of the progressive development of different types of minerals. The study of the building stones, chemical uses of mineral materials, metal resources, fuel resources, and their use and conservation is essential.

The elements and location of manufacture are studied in this unit. There is a union of people through trade since all peoples and nations are interdependent for living and working. Without the movement of men, materials, and thoughts, trade could not exist; thus development in transportation and communication are necessary.

SPECIFIC OBJECTIVES

To develop in pupils a recognition of the part that natural resources play in the progress of peoples and civilizations

To teach pupils how they can help in understanding and participating in conservation programs

To emphasize with pupils illustrations of the unwise use and the wise policy of conservation

To give evidence that the temperament of a people, their intelligence, inventiveness and standard of living affect the extent to which and the manner in which they use their natural resources

OUTLINE OF CONTENT

I. The earth provides man with many resources.
  A. Living resources
    1. Forests
    2. Grassland
    3. Wildlife
  B. Soil resources
    1. Origin and types
    2. Importance
    3. Conservation
  C. Mineral resources
    1. Importance
    2. Metals
    3. Non-metals
    4. Water

VOCABULARY

conifer
dust bowl
erosion
extinction
fresh-water wildlife
natural resources
non-metallic minerals
over-grazed
re-seeding
selective cutting
soil profile
virgin forests

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Prepare an oral or written report on one of the following forest-product industries: (a) paper making, (b) making of matches, (c) production of naval stores, (d) the making of plywood or veneer.

Use a reference book to find out more about Forest Rangers and what they do for forest conservation.

Make a list of poems which describe a natural resource. Then read them to yourself.

Send to your state conservation department for materials concerning conservation. Report your findings to the class.

Motion Pictures:

00–638	**Copper – Steward of the Nation**
0X–194	**Rainbow Valley – Story of a Forest Ranger**
0–840	**Forest Ranger**
0–907	**Your Friend, The Forest**
00–133	**Wild Life and Human Touch**

Look at your community. Are there any resources being wasted? If so, how can we conserve them? Report your findings to the class.

On an outline map of the world or the United States show the locations of the principal steel-making cities. Explain why they are located where they are.

Using a reference map make an outline map showing where the major mineral resources are found in the world.

Find out what happens to the sewage of your community. If it is dumped in a lake or river, find out if it is treated before it is put in the water.

Use the same procedure as above but by using industrial wastes instead of sewage.

Measure a space one yard square in your back yard, front yard, and two other places you may choose. Make a list of all plant and animal life in each of those areas. Do your lists contain the same things? Why? Report your findings to the class.

Report on contour plowing and its purpose.

Hold a panel discussion on the subject, "How Minerals Have Helped To Advance Civilization and the Arts."

If there is an excavation for a house or pipeline near your home, examine the soil profile and by using drawings or by a report present your findings to the class.

Motion Picture:

0–82 **Conservation of Natural Resources**

II. Man uses natural resources to better his life.

- A. Importance of manufacturing
  1. Need for raw materials
  2. Need for power
- B. Centers of manufacturing
  1. Urban areas
  2. American manufacturing belt
  3. European manufacturing belt
  4. Other world manufacturing

VOCABULARY

de-centralization
distribution
infant industry
mass production
mechanical energy
primary production
raw materials
secondary production
solar energy

See text.

Find out some of the peacetime uses of atomic power.

Using clay, make a model atomic reactor.

Try to find out more about the development of solar energy. Report your findings to the class.

Find out why Italy and Switzerland have developed a much larger percentage of their water power than the United States.

Explain why in some countries most of the people live in the cities while in other countries the majority of the people live in the rural areas.

II. People of the world are drawn together by trade.

- A. Exchange of raw materials
- B. Variety of products
- C. World trade organizations

VOCABULARY

balance of trade
exchange
exports
foreign trade
imports
surplus materials
tariff

See text.

Look up and report on the effect which tariffs have had or still have on the flow of products from one country to another.

For a bulletin board display collect pictures showing the products that come from foreign lands.

Make a list of the products we use that are not grown or manufactured in our country. Explain why we need these things.

Write a report on the European Common Market. Compare it with the trade between states within the United States.

IV. Transportation and communication are used to improve the way in which we live.

- A. Land transportation
  1. Highway
  2. Railroad
- B. Inland water highways
  1. Rivers
  2. Canals
- C. Ocean trade routes
- D. Air lanes
- E. Transportation of our thoughts
  1. Importance of communication
  2. Ways of sending our thoughts
  3. Communications in the modern world

See text.

On an outline map of North America or the world color and name all the inland water bodies. On the same map put in the networks of railroad. What conclusions can be drawn?

Use a road map to explain how you would go from your city to five other cities in the United States.

Ask a railroad and/or airlines official to explain to the class the importance of transportation. Compare their reports with information you have gathered from reference books.

Trace the development of communication from the drum to the space age.

VOCABULARY

- Appian Way
- canal
- colonization
- domestic
- freight rates
- great circle route
- seaway

Make a simple telephone or telegraph – use a science book as the point of reference.

Imagine you are an airplane pilot preparing for a flight from your city to five other cities. Be sure to make stops for gasoline.

CULMINATING ACTIVITIES

On a sand table or in a large pan, build models to show various methods of soil conservation, such as terracing, contour plowing, and rotation of crops.

In several small jars collect samples of soils in your community. If a soil testing kit is available, test the soil and record your findings.

Make a survey of the occupations found in your community. Put each of the occupations into one of these classifications: manufacturing, commerce, government, transportation and communication services, and others.

EVALUATION

Determine through observation pupils' understanding of the place of natural resources in man's progress on the land.

Observe discussions of pupils to evaluate their ability to describe important means of conserving resources.

See if pupils can think through cause and effect relationships, and draw sound conclusions on what part the individual and the community can play in the use and conservation of natural resources.

Evaluate pupils' attitudes in regard to the question of conservation and whether it is the responsibility of the individual, the public, business, or government, or of all.

RESOURCE MATERIALS

Bradley, John H., (text)	**World Geography**	Ginn
Israel, Saul; Roemer, Norma H., and Durand, Loyal, Jr.	**World Geography Today**	Holt, Rinehart, and Winston
James, Preston and Davis, Nelda,	**The Wide World**	Macmillan
Van Cleef, Eugene and Finney, John C.,	**Global Geography**	Allyn and Bacon

Pamphlets

Missouri Conservation Department

United States Department of Interior

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0– 103	**Distributing America's Goods**
0X– 101	**Missouri And Its Natural Resources**
0–1124	**Conserving Our Forests Today**
00– 714	**Wise Use of Water Resources**
0– 145	**Forestry & Forest Industries**
00– 561	**Malaya, Land of Tin and Rubber**

PROFESSIONAL AIDS

Goodman, Kennard E. and Moore, William, L.,	**Today's Economics**	Ginn
Smith, Augustus H.,	**Economics for Our Times**	McGraw-Hill
	Hammond's Modern World Atlas and Gazetter	C.S. Hammond
	Commodity Yearbook	Commodity Research Bureau, Inc.
	Our World Trade	Chamber of Commerce of the U.S.
	Statistical Abstract of the United States	U.S. Dep. of Commerce, (Washington, D.C.)
	The World Almanac	N.Y. World Telegram and Sun
	Information Please Almanac	

WORLD GEOGRAPHY – Adapted course Elective) one year

Unit Six: We Study About The Nations and Peoples of Western Europe and Asia.

Suggested Time – Nine Weeks

OVERVIEW

The welfare of people in one part of the earth is related to the welfare of peoples in other parts of the earth in the processes of manufacture, trade, transportation, and communication. People are bound together in nations by a common language, background of traditions and customs, religion, natural resources, transportation facilities, fear of other peoples, possession of land, and love of country. The fundamental basis of every nation is the native ground in which it is rooted.

Fundamentals of national strengths are related to climate, population, natural resources, manufacturing, trade and transportation. Size, shape, and relative location have a bearing on a nation's strength. The nations of Western Europe and North America in the Northern Hemisphere are most favorably located; the nations of the Southern Hemisphere are least favorably located.

Economically, the people of Western Europe have been intimately related to one another; socially, they have been divided into antagonistic groups. Today, the seeds of union have been planted in Western Europe by the North Atlantic Treaty Organization, but the gap between Western Europe and Eastern Europe has widened.

China, Japan, and India are studied as areas with great problems of increasing population, insufficient food supply, and inadequate scientific and educational developments. Geographic factors and historical developments are described along with the possible futures for China, Japan, and India.

SPECIFIC OBJECTIVES

To show pupils the causes for the development of nations and their inter-relationships

To point out to students geographic factors and their influence on life in the Western and Eastern Hemispheres of the world

OUTLINE OF CONTENT

I. Some nations have become very powerful.
   A. Growth of nations
      1. Factors needed
      2. Conquests and wars
      3. Nationalism
   B. Strengths of nations
      1. Climate and vegetation
      2. Population
      3. Natural resources
      4. Industries
      5. Trade and transportation
      6. Size and geographic location

VOCABULARY

colonialism	nationalism
geopolitics	strategic

II. Most of the people living in the United States have ancestors who came from European countries.
   A. Many nations on a small continent
      1. Importance of Europe
      2. The United States of Europe?
   B. Immigration to the New World
      1. North America
      2. South America

LEARNING EXPERIENCES AND ACTIVITIES

See text.

By looking at a map and using good reference books locate the major nations of the world. What do all of these nations have in common?

List the ways a nation may become more powerful and yet not take over another country.

Compare the development and the growth of a new nation with that of your own country.

Some people believe that there are too many nations in the modern world. Do you believe that the world would be more peaceful if there were only one nation on each continent? Report your opinion to the class or participate on a panel on this subject.

By using a map and reference books give a report on the reasons why some countries are great but then become second-rate or disappear altogether from the family of nations.

Make a chart showing how the ten largest countries of the world rate under these headings: population, area, government, natural resources, agriculture, trade, transportation and communication. An almanac or other references will help you in the making of this chart.

Collect materials for a European travel folder.

See text.

Make a family tree.

Prepare a panel discussion or debate: "The Nations of Europe Should Unite."

Look at a European map. Look at a map of the United States. What differences do you see in the boundary lines of nations and states? Why do you

VOCABULARY

common market
self-sufficient
world market

III. The people of Great Britain live on an island.
   - A. Once proud ruler of the world
   - B. People and their occupations
   - C. Climate and vegetation
   - D. Trade and manufacturing
   - E. Colonies and Commonwealth
   - F. Future outlook

VOCABULARY

British life-line
commonwealth
pound sterling
prime minister
white man's burden

IV. Nations in Western Europe are good neighbors.
   - A. France
      1. Size and population
      2. Climate and vegetation
      3. People and occupations
      4. Trade and industries
      5. Problems
   - B. West Germany
      1. People and products
      2. Geography
      3. Importance
   - C. Warm peninsula nations
      1. Spain
      2. Portugal
      3. Italy
   - D. Cold peninsula nations
      1. Norway
      2. Sweden
      3. Denmark
      4. Finland
   - E. Small friendly nations
      1. Netherlands
      2. Belgium
      3. Luxembourg
      4. Austria
   - F. Alliances for progress
      1. Trade
      2. Defense

VOCABULARY

alliance
Benelux
International triangle
Latin culture
NATO
Scandinavia

suppose this is true? Report your findings to the class.

On an outline map of Europe label the nations and water bodies. Use * to indicate capital cities.

Motion Picture:

0–941	**Western Europe**

See text.

In a reference book look up and report on the early history of England.

Draw or trace a map of Great Britain. Indicate England, Scotland, Ireland, and Wales by different colors.

On an outline map of the world indicate the areas under British control. Also indicate all the lands that have been under the control of G.B. at one time or another.

Motion Pictures:

0–490	**British Isles**
0–828	**British Isles: Land & People**

See text.

On an outline map of Europe shade in France. Label the major cities, waterways, and areas of natural resources.

Show by report the ways the people of our country depend upon the people of western Europe.

Divide the class into European nations. Let each group wear that nation's costumes, report on that nation, or sing that nation's folk songs.

Use maps in text. Make a chart showing the countries of Western Europe, their capitals, and their topography.

Explain why Europe can be called a peninsula of peninsulas.

Motion Pictures:

00–382	**Children of Germany**
00–401	**People of Spain**
0–968	**Portugal**
00–218	**Scandinavia**
00–363	**(Italy) – Po River Valley**
00–157	**(Norway) Farmer Fishermen**

Report on the Benelux nations and the purpose of Benelux.

The Dutch have developed a large merchant marine even though they cannot keep it busy carrying their own products. Is this good business? Why? Have any other nations done this same thing?

Choose ten cities in the United States. What cities in Europe are located on the same parallels?

Listen to European folk song recordings. How are they different from those hit songs in the United States?

Make a chart listing the nations of Europe. Indicate the language spoken, occupations, religion, products, and other important facts.

Motion Pictures:

00–244	**(Netherlands) Land Behind the Dikes**
00–229	**(Switzerland) Mountain Farmers**

V. The peoples of the Far East are part free and part slave.
   - A. China: giant of the Far East
     - 1. Location and people
     - 2. Agriculture
     - 3. Natural resources
     - 4. Manufacturing and trade
     - 5. Problems
       - a. Food
       - b. Overpopulation
       - c. A giant awakening
     - 6. Future
   - B. Japan: a good friend
     - 1. Britain of the East
     - 2. History
     - 3. People and occupations
     - 4. Future
   - C. Divided: Pakistan
     - 1. Strong ally
     - 2. Religion
     - 3. People and agriculture
   - D. A sub-continent: India
     - 1. History
     - 2. People and religion
     - 3. Political neutral

VOCABULARY

caste system
Hindu
Islam
Moslem
passive resistance
Shinto
war lords

See text.

Explain what China has gained and what it has lost through its relationship with the USSR.

Make a daily search for a period of two weeks in daily newspapers for articles on the nations of the Far East. With the articles make a bulletin-board display of materials.

Use reference books to find the populations of the Asian countries. List all the reasons you can think of which help to explain their large numbers of people.

On an outline map of Asia label the countries, rivers, mountain ranges and capital cities. Show other geographic features you believe are important.

Study carefully Japan's location on the map. Why can it be called the "Britain of the East?"

Compare the way the people of Asia farm with farm methods of our country. Report your findings.

Use an outline map to show the location of the important mineral resources in Asia.

Prove or disprove: "He who controls the Khyber Pass controls India."

Read and re-tell interesting stories about Asia and her peoples.

Make a collection of pictures or drawings showing the types of activities of the people in Asia. Emphasize the contrast between primitive and modern methods of working, types of homes, and transportation.

Motion Pictures:

0X–192	**Japan**
00–399	**Pakistan**
00–268	**India: Pakistan & Union of India**
00–625	**China Under Communism**

CULMINATING ACTIVITIES

Compare in chart form the economic systems of capitalism and communism by stating definite characteristics of each system.

Contrast in chart form the principles and practices of democracy versus communism.

Hold a contest on word spelling and word meanings over this unit.

Make a notebook on the nations of Europe. Include a map of each country and a short informative report. Give evidences of our European good neighbors.

EVALUATIONS

Observe pupils' understanding of the development of nations and geographic interdependence.

Determine through discussion and study exercises pupils' ability to evaluate the causes of the differences between the peoples of Western Europe and Asia.

Evaluate pupils' ability to recognize co-operative achievements of nations.

Judge pupils' skill in thinking through the reasons for conflicts of geographic areas of the world.

RESOURCE MATERIALS

Bradley, John H., (text)	**World Geography**	Ginn
Anderson, Hubert, J.; Brooks, John J.; Durand, Loyal Jr.	**Living Together as World Neighbors**	Macmillan
Glendinning, Robert M.,	**Eurasia**	Ginn

RESOURCE MATERIALS (Continued)

Runyon, A. Milton and Bergane, Vilma F., (Editors)	**Around the World in 1000 Pictures**	Doubleday
	World Geography Readers (4–6 grade reading level)	Charles E. Merrill
	Civic Education Magazines **Scholastic Magazines**	

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0–218	**England**
0–216	**Ireland**
00–389	**France & Its People**
00–467	**Germany, People of Industrial West**
0–500	**Iberian Peninsula**
0–514	**Spain, Land & People**
0–848	**Life on a French Farm**
00– 39	**Children of Scotland**

Motion Pictures:

00– 38	**Indonesia – New Nation of Asia**
0X–232	**Taiwan, Face of Free China (Formosa)**
0X–224	**Face of Red China, I & II**
0–664	**Hindu Family**
0–958	**Hong Kong**
0– 65	**India**
0–310	**People of Western China**
0–972	**Singapore**

PROFESSIONAL AIDS

Hoffman, George W.,	**Geography of Europe**	Rowland
Moraes, Francis Robert,	**Yonder One World**	Macmillan
Russell, Richard Joel; Kniffen, Fred Bowerman, and Pruitt, Evelyn Lord,	**Culture Worlds**	Macmillan
	The National Geographic Magazine	National Geographic Society
	Webster's Geographical Dictionary	G. and G. Merriam

WORLD GEOGRAPHY – Adapted Course (Elective) one year

Unit Seven: We Learn More About the Soviet Union and its Satellites

Suggested Time – Three Weeks

OVERVIEW

This unit develops important steps in the growth of Russia, her geographic weaknesses and strengths, and the contrast of democracy and communism. The pupil learns that the government of Russia has only one political party, the Communist Party, which controls all political, educational, religious, and economic life. Personal freedom is limited. Censorship of the press and radio, secret police, concentration camps, and the exiling or liquidating (killing) of people or groups who have opposed the leaders of the government are common practices.

Economically capitalism is in contrast with communism, it stands for private enterprise and private property, profit, free competitive markets, and free trade. Politically democracy is in direct contrast with communism, for democracy stands for respect of personal rights in practice, freedom under the law, and protection under the courts.

The study of Russia also includes the nature of its people, agricultural development, resources, transportation, and her relations with the rest of the world.

It is especially important and vital that Americans are informed about the information covered in this unit. The U.S.S.R. is challenging our way of life and is trying to gain control of the world and its peoples. The Soviet Union is trying to prove to the impoverished peoples and nations of Asia, Africa, and South America that the adoption of communism and its methods is the quickest and easiest means of becoming politically and ecnomically important in today's world. In order to meet this challenge, the greatest facing us today, the citizens of today and the citizens of tomorrow must broaden their knowledge of the geography, politics, and people behind the Iron Curtain. Only in this way can the battle of ideology be won by freedom-loving peoples.

SPECIFIC OBJECTIVES

To demonstrate to pupils the contrasting beliefs and practices of communism and democracy in our world today

To make pupils aware of the fundamental causes of the present world crisis and the problems which must be resolved

OUTLINE OF CONTENT

I. A big unfriendly world neighbor controls much of the world's land area.

   A. USSR and its location
      1. Growth
      2. Weakness
      3. Strengths

   B. Living in the USSR
      1. People and their problems
      2. Government
      3. Farming and grazing lands
      4. Transportation and communication

   C. Problems and future of USSR

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Locate the USSR on the map. Compare its size with that of other large countries. Why is it called a Euro-Asian nation?

Study the distribution of the various climates in the USSR. Make a list of the different climates and estimate the percentage of the total area of Russia which could be used for agriculture.

Find out why Yugoslavia and Albania do not take orders from Moscow.

VOCABULARY

Crimea
federation
Czar
five-year plan
Iron Curtain
Kremlin
podzol
propaganda
Soviet

II. Countries adopted forcefully by the USSR were once free but are now captives.

   A. Estonia, Latvia, and Lithuania: outlets to the sea

   B. Poland, a proud nation
      1. People and occupations
      2. Climate and vegetation
      3. Manufacturing and trade
      4. Future outlook

See text.

Prepare a report indicating how Russia effected forced adoption of Poland.

Motion Pictures:

0X–237 **Poland, Land under Communism**
0X–195 **Russia**
00–589 **Russian Life Today: Inside Soviet Union**

Briefly explain how Czechoslovakia was taken over by Russia.

C. East Germany, a captive nation
   1. Geographic features
   2. People and government
   3. Problems

D. Czechoslovakia: landlocked and captive
   1. Industrial giant
   2. People and problems

E. Hot-blooded: Hungary
   1. Location and people
   2. Government and revolution

F. Balkan neighbors – Romania and Bulgaria
   1. Background
   2. Importance
   3. Land and people
   4. Problems and future

G. Yugoslavia and Albania: disobedient
   1. Location and population
   2. Government and politics
   3. Problems and future

VOCABULARY

Austro-Hungarian Empire
Baltic countries
buffer nations
Magyers
satellite nations
Titoism

III. The world peoples have tended to divide into two opposing political camps.

A. Democracy and the free enterprise System. faces communism
   1. Brief definitions
   2. Individual freedom vs. regimentation
   3. Free thought vs. controlled thought
   4. Individual goals vs. state program
   5. Religious and racial rights compared
   6. Private enterprise vs. state controlled economic life

B. Democracy and communism in action
   1. Constitutions compared
   2. Communist Party
   3. Force and fear
   4. Revolution and subversion

C. The world-wide program of the communists
   1. Communist conquest and colonization
   2. Communist Party in the United States

D. Ideals that nations share
   1. Desire for independence
   2. Growing community of free nations
   3. Quest for peace
      a. Small conflicts to world wars
      b. Peace through alliances
      c. Organization of American States
      d. League of Nations
      e. United Nations
      f. Summit meetings

VOCABULARY

buffer nations
capitalism
cold war
collective farm
communism
democracy
economics
landlocked
Marx
materialism
satellite nations
Stalin
totalitarian
warm water seaports

Report on the Hungarian Revolt of 1956.

Account for the unrest and dissention in the Balkan nations

Use the guide found in the introductory unit for learning the important things about each of these countries.

Explain how agriculture and industries in the satellite nations have been regulated so as to benefit the USSR.

Report to the class on the effect of the Iron Curtain on trade, communication, and diplomatic relations between communist nations and the rest of the world.

Motion Pictures:

00–228	**Slovakia: Farms & Towns**
00–437	**Soviet Union – Land & People**

See text.

Make a wall chart which will compare and contrast the two political and economic systems. Suggested guide:

Country	USSR	U.S.
Property ownership		
Kind of farms		
Voting		
Freedom of Press		
Freedom of Religion		
Freedom of Speech		

Find out why well established nations do not choose communism.

Report to the class the reasons why some underdeveloped nations become communistic.

Summarize basic information which should be known about the USSR in order to understand the present danger to the U.S. in the "cold war."

There have been several international peace organizations or peace treaties. Report on one and tell how successful it was.

Write to the United Nations and ask for leaflets and posters showing how the United Nations is helping people and nations.

Compile newspaper clippings to prove that democratic nations are stopping the spread of communism and communist activities.

CULMINATING ACTIVITIES

Compare in chart form the chief characteristics of capitalism and communism.

Contrast in a panel discussion the differences between fact and theory in the governments and constitutions of the United States and Russia.

Discuss the implications of such films as **Backfire** and **Make Mine Freedom.**

Describe the restrictions for educational and vocational choices a young person might have in the Soviet Union.

Have a committee prepare a report on the chief differences in the typical school work and activities in the United States and Russia as to: class discussion, homework, discipline, extra curricular activities, advancement, elementary school program, secondary school curriculum electives, and college education.

Prepare a report on geographic factors that influence the growth and future developments of China, Japan, and Italy.

Compare the relative strengths of the United States and Russia in regard to population, area, natural resources, agricultural products, industries, and military power.

Use a world map to show how communism has spread from Russia. Label each nation which has become a satellite and indicate the date of its capture.

Compare the spread of communism in the world with the spread of cancer in the human body.

Make a poster showing contrasts in the way the United States and the way the Soviet Union keep agreements and how each deals with other peoples and nations. Refer to Conferences and Treaties.

Draw a cartoon or make a poster with maps, clippings or pictures indicating the significant facts on the free world versus the communist world

EVALUATIONS

Evaluate through discussion pupils' knowledge and understanding of the everyday lives of people in the United States and Russia as to: personal freedoms, freedom of the press, private property, investment, business, religion, education, government, labor, and freedom of choice. The teacher may want to prepare and moderate a pupil panel on this subject.

Evaluate through oral and written reports pupils' knowledge of the developments in China, Japan, and Italy, Determine ability of pupils to see geographic and historical causes for such developments.

Through class discussion determine if the pupils have learned to differentiate between Russia's methods of spreading communism and our way of promoting democracy, freedom, and world peace.

RESOURCE MATERIALS

Bradley, John H., (text)	**World Geography**	Ginn
	American Capitalism: An Introduction for Young Citizens	(Council for the Advancement of Secondary Education)
Colegrove, Kenneth,	**Democracy versus Communism**	D. Van Nostrand
Cronyn, George W.,	**A Primer on Communism**	E.P. Dutton
Cutright, Durand Anderson and Brooks,	**Living Together as World Neighbors**	Macmillan
Fainsod, Merle,	**How Russia is Ruled**	
Golob, Eugene O.,	**The "Isms"**	Harper
Gunther, John,	**Inside Russia Today**	Harper
Hoover, J. Edgar,	**Masters of Deceit**	Holt
Kulski, W.W.,	**The Soviet Regime**	
Lyons, Eugene,	**Our Secret Allies: The Russian People**	
Roosevelt, Eleanor,	**On My Own**	Harper

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0–658	**Communism**
00–316	**Defining Democracy**
0–699	**Mary Visits Poland**

Motion Pictures:

00–475	**Poland**
00–731	**The Charter (U.N.)**
00–755	**Workshop for Peace (U.N.)**

PROFESSIONAL AIDS

	Capitalism and Other Economic Systems 1959 Washington	National Education Association
Glendinning, Robert M.,	**Eurasia**	Ginn
Hunt, R.N. Carew,	**The Theory and Practice of Communism**	Macmillan
Kelso, Louis O. and Adler, Mortimer,	**The Capitalism Manifesto**	Random House
Lindholm, Richard W., Driscoll;	**Our American Economy**	Harcourt, Brace
Loucks, William N. and Hoot, Weldon,	**Comparative Economic Systems**	Harper
Meyer, Alfred G.,	**Communism**	Random House 1960
Overstreet, Harry Allen,	**What We Must Know About Communism**	Norton
	The U.S. and the Soviet Challenge	Science Research Associates, Inc.
Hoover, J. Edgar,	**Masters of Deceit**	Holt

Government Publications — Government Printing Office Washington, D.C.

U.S. House of Representatives	Committee on UnAmerican Activities	**Annual Report for 1958** **Guide to Subversive Organizations and Publications** **Language as a Communist Weapon**
U.S. Department of State	**Soviet World Outlook**	
Treadgold, Donald W.,	**Twentieth Century Russia**	Rand McNally

WORLD GEOGRAPHY – Adapted course (Elective) one year

Unit Eight: We Learn About Small Nations And The Rise of New Nations.

Suggested Time – Six Weeks

OVERVIEW

In this unit we study about the smaller nations and new nations of the Eastern Hemisphere, including Arabia, Iran, Iraq, Burma, Thailand, Indochina, Malaya, Indonesia and New Zealand. The importance and geography of the Middle East is developed. The stormy political life is described; and the struggles of these nations is shown.

The South American Republics are studied and geographic and historical developments are emphasized. Relations of the American nations are described and explained. The political, geographic, social, and economic growth of the American nations as a background for the present American culture area is developed.

SPECIFIC OBJECTIVES

To show pupils the geographic and economic developments of the smaller nations in the Eastern Hemisphere

To develop for pupils the historical and economic growth of the American nations

To help pupils recognize the acute nature of international relations between these countries of the Middle East

To help pupils recognize the importance of the international relations between countries of the Americas

To show reasons for the rise and problems of these smaller nations and nations of the Americas

To make pupils aware that the freedom-loving nations have the responsibility for aiding other areas which are striving for a more democratic way of life

OUTLINE OF CONTENT

I. Many lands are strange and mysterious to Americans.

- A. Between two continents
  1. Importance of the Middle East
  2. Geography of the Middle East
  3. Political and economic future of this area
- B. Arab world
  1. Saudi Arabia
  2. Iraq
  3. Syria
  4. Jordan
  5. Egypt
  6. Kuwait
- C. Turkey and Greece
- D. Iran and Afghanistan
- E. Israel and Lebanon

VOCABULARY

Allah
mosque

Near East
oasis
pipeline

LEARNING EXPERIENCES AND ACTIVITIES

See text.

On an outline map of the Eastern Hemisphere shade in the area called the Middle East.

Prepare a report on the one natural resource that makes the Middle East important.

From a map and/or a book find out why the Middle East was a great trading area before man began to sail the oceans.

Explain why people called the Mediterranean Sea the link between the west and the east.

List the religions which have developed in the Middle East. Make a chart showing major leader or founder, holy book, beliefs, beginning, and its spread to other parts of the world.

Report on one of the following: "Pipelines Across the Desert", "Great Britain and the Oil of the Middle East," "Kuwait", one of the world's richest countries," and "New Home of the Jews."

Prepare a bulletinboard display of newspaper articles concerning the Middle-East nations.

Motion Pictures:

00–281	**Building a Nation: Israel**
0–960	**Mediterranean Africa**
0X–193	**Middle East**
00–396	**Middle East**
00–355	**Iran: Between Two Worlds**
0–977	**Turkey**

II. A searchlight is focused on the "Dark Continent."

- A. Underdeveloped Africa
  1. Domination by big nations
  2. Revolution and nationalism
  3. Bright future
- B. North Africa
  1. Climate and topography
  2. Peoples and governments
  3. Problems

See text.

Draw a map showing the location of the natural resources in Africa. Explain to the class why these natural resources caused big nations to come to Africa.

Collect objects that have come from Africa or collect pictures of African scenes. Place these on display for the class to see.

C. East Africa
    1. People and politics
    2. Climate and relief features
    3. National developments in Ethiopia

D. New nations and old
    1. Liberia
    2. Ghana
    3. Sudan
    4. Congo Republic
    5. Union of South Africa
    6. Others

E. Remaining lands
    1. British administered
    2. French controlled
    3. Spanish possessions

F. Future of Africa
    1. Nationalism and colonialism
    2. Nationalism and communism

VOCABULARY

Afrikaners
Bantu
colons
colony
colonialism
imperialism
mandate territory
nationalism
underdeveloped
veldt

Trace the history of one of the new African nations from its beginnings to the present.

Find the story behind the founding of Liberia. Report your findings to the class.

Explain why you believe people want to be free.

Debate: Resolved: That Africans are better off living under the rule of a big power.

Motion Pictures:

00–465	**Union of South Africa**
0X–222	**Tropical Africa**
0–307	**People of the Congo**

Discuss why industrialization was discouraged under colonialism.

Explain why European civilizations first spread west across the Atlantic before it spread south into Africa.

In a report give reasons for the belief that Africa is growing in world importance.

Make a travel folder of the nations of Africa.

III. Southeast Asia and the Southwest Pacific is a world of rice, religious dances, and sheep.

See text.

A. Southeast Asia and the Southwest Pacific compared
    1. Geographic and strategic location
    2. People and products
    3. Religion and daily life
    4. Democracy and communism

B. Strong friends help develop.
    1. Australia
    2. New Zealand
    3. Philippines
    4. Defense alliances

VOCABULARY

archipelago
barrier reef
Bushman
commonwealth
coral reef
Melanesia
Micronesia
Oceania
Polynesia

From your newspaper make a collection of timely clippings concerning Southeast Asia and the Southwest Pacific lands.

On an outline map of the world show the locations of the major religions of the world.

Discuss the principal ways the United States and the United Nations have tried to help the underdeveloped nations in Southeast Asia.

Trace the history of the Philippines from the time of Magellan's discovery to the present.

Report on the reasons why Australia's people live mainly in the eastern areas of the continent.

Make a prediction as to what would happen to Australia if it had a river flowing through the interior.

Why is New Zealand called the Italy of the Southern Hemisphere?

Motion Pictures:

00–468	**New Zealand**
0–488	**Australia**
0–416	**This Is New Zealand**
0–967	**Philippines**
00–225	**Tropical Mt. Island (Java)**
0–951	**Bali**

IV. Our closest neighbors are Latin America and Canada.

See text.

A. United States and Latin America
    1. Different point of view
    2. Trade and one crop economics
    3. Business developments
    4. Good Neighbor Policy

B. Countries between
    1. Mexico

Report on the European migration to Latin America during the nineteenth (19th) century.

Explain why the greatest poverty in the New World can be found in the Andean states.

Discuss the problems you would face if you traveled to the lands below the Rio Grande River.

    2. Guatemala
    3. Nicaragua
    4. Panama
    5. Honduras and El Salvador
    6. Island nations

- C. Brazil
    1. Geographic location and population
    2. Industries and business
    3. Agriculture and transportation
    4. Transportation
    5. Problems and future
        - a. Poverty
        - b. Democracy faces communism

- D. Northern nations and colonies
    1. Venezuela
        - a. Geographic location
        - b. Petroleum
        - c. Manufacturing and agriculture
    2. Columbia
        - a. People and geographic location
        - b. Agricultural products and natural resources
    3. Ecuador
        - a. High and warm
        - b. People and their activities
    4. Peru
        - a. Incas
        - b. People and problems of living
    5. Guianas
        - a. Last of the colonies
        - b. Problems

- E. Landlocked nations
    1. Bolivia
        - a. Wealth in minerals
        - b. People and their activities
    2. Paraguay
        - a. Most backward
        - b. Transportation problems

- F. Below the Tropic of Capricorn
    1. Argentina
        - a. People and topography
        - b. Agriculture and manufacturing
        - c. Pampas
    2. Chile
        - a. Long and thin
        - b. People and their activities
    3. Uruguay
        - a. Resort climate
        - b. Grazing lands

- G. North to Canada
        - a. Longest unguarded border
        - b. People and topography
        - c. Politics and government
        - d. Relations with United States

VOCABULARY

gaucho
Good Neighbor Policy
Latin America
llama
O.A.S.
pampas
Pan America Union

Collect materials that show how the people of Central America and South America live and work.

Go to the library and look up back issues of **Americas**, a monthly magazine, published by the Pan American Union. Choose an article on a subject which you think affects the welfare of the United States. Write a report on your findings.

Prepare a summary chart using these headings for each of the countries of South America: Surface Features, Climate, Chief Resources, Leading Activities, People, Transportation, and Major Cities.

Find out how tin is used and the problems involved in its mining and the selling.

Make individual notebooks about Argentina containing such things as maps, charts, graphs, pictures, summaries, and current events.

On an outline map label the nations of South America and show the important rivers and mountains.

Write a report telling why landlocked countries have certain trading problems that other countries do not have.

Tell the class about your real or imaginary trip to Canada.

Motion Pictures:

00– 44	**Good Neighbor Family**
00– 511	**Canada: Atlantic Provinces**
00– 552	**Canada: Industrial Provinces**
00– 512	**Canada: Pacific Province**
00– 558	**Canada: Prairie Provinces**
0– 232	**Land of Mexico**
00– 128	**Tomorrow's Mexico**
0X– 230	**South America**
0– 966	**Panama**
0–1067	**Panama Canal**
00– 126	**This is Ecuador**
0– 285	**Netherlands America (Dutch Guiana)**

CULMINATING ACTIVITIES

Conduct a geography game to locate countries studied in the Middle East and in the Americas.

Devise a quiz for a contest of important facts on the countries of the Eastern Hemisphere.

Plan a news broadcast on the Americas. Explain contemporary events in the light of historical developments and geographic factors.

CULMINATING ACTIVITIES (Continued)

Play the role of a visitor from the Middle East and give his impressions of American countries in comparison to his own country.

Dramatize the role of a visitor from South America to the United States and give his impressions of our country.

EVALUATIONS

Determine through a panel discussion and an open forum pupils' ability to account for problems and developments in the nations of the Middle East.

Evaluate through reports and discussion pupils' knowledge of the American nations, their development, relations, and collective security.

Judge pupils' ability to think geographically.

Check to see if pupils can point out on a world map the countries studied and to show their relationships.

Determine through class discussion whether the attitudes most commonly held by the majority of pupils concerning the underdeveloped areas of the world have been changed or modified by the study of this unit.

RESOURCE MATERIALS

Bradley, John H., (text)	**World Geography**	Ginn
Caldwell, John C.,	**Let's Visit Africa**	John Day
Cutright, Prudence and Durand, Loyal, Jr.,	**Living Together as American Neighbors**	Macmillan
Hutchison, Bruce,	**Canada: Tomorrow's Giant**	Knoff
	World's Great Religions	Life Magazine
Lindop, Edmund,	**Understanding Latin America**	Ginn

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–359	**Major Religions of the World**
00– 48	**Heritage (North America)**
00– 84	**Peoples of Canada**
0–309	**People of Mexico**
00–450	**Argentine – People of Pampa**
00–152	**Horsemen of the Pampas**
00–258	**Tropical Lowland – Amazon**
00– 86	**Picturesque Guatemala**

Motion Pictures:

00– 8	**Argentine Primer**
00– 449	**Brazil**
0– 64	**Central America**
0–1052	**Geography of S. America – Five Northern Countries**
00– 354	**Guatemala**
0– 312	**Peru**
00– 290	**Highlands of the Andes**

PROFESSIONAL AIDS

Bowles, Chester,	**Africa's Challenge to America**	University of California
Copeland, Frances,	**Land Between: The Middle East**	Abelard–Schumann
Glendinning, Robert M.,	**Eurasia**	Ginn
Gunther, John,	**Inside Africa**	Harpers
James, Preston, E.,	**Latin America Odyssey**	
	The Wide World	Macmillan
Rich, J.L.,	**The Face of South America** New York:	American Geographical Society
Van Cleef, Eugene and Finney, John C.,	**Global Geography**	Allyn and Bacon

GRADE ELEVEN - AMERICAN HISTORY

(REQUIRED - ONE YEAR)

GENERAL AND ADAPTED COURSES
UNITS OF STUDY

(General Course)

Unit One: Planning Our Study of American History
Unit Two: Colonial Experiences Influence the American Way of Life.
Unit Three: Strong Leaders Establish a New Nation (1787-1816).
Unit Four: The Expanding Nation Encounters New Problems (1816-1860).
Unit Five: The New Nation is Tested and Preserved (1860-1877).
Unit Six: The Re-United Nation Enters the Industrial Age (1877-1897).
Unit Seven: The United States Becomes a World Power and Undertakes Democratic Reforms (1897-1919).
Unit Eight: The United States Seeks Solutions to Problems of Industrialization (1919-1940).
Unit Nine: The United States Fights Aggression Abroad and Seeks World Peace in the Atomic Age (1940-1960).
Unit Ten: The United States Accepts Responsibilities of World Leadership in a Challenged World (1960-).

(Adapted Course)

Unit One: Planning Our Study of American History
Unit Two: The American Colonies Win Independence and Establish a Federal Government.
Unit Three: Our Government is Established and Faces Problems of Growth and Change.
Unit Four: We Develop as a Nation While Facing Internal Problems that Destroyed Our Unity.
Unit Five: Our Country Deals with Reconstruction, Building, and Expansion.
Unit Six: Our Nation Experiences Political, Social, and Economic Reform.
Unit Seven: Our Country Becomes a World Power.
Unit Eight: Between Two Wars Our Country Encounters Problems of Prosperity and Depression.
Unit Nine: Our Country Fights Aggression and Works for World Peace in the Atomic Age.

AMERICAN HISTORY – General course (Required) one year

Unit One: – Planning Our Study of American History

Suggested Time – Two Weeks

OVERVIEW

The study and development of our American culture and our American way of life should be one of the most delightful experiences of our high school students. There should be great opportunity to read, think, question, and plan. If our students are to accept heavy responsibilities of adult citizenship, they must understand the basic nature of American culture, appreciate how it came to be and how it functions.

If a knowledge of our American heritage is to make a contribution to our way of life, it must be considered a tool and not a master. This does not mean that facts of the past cannot be used as determinates for considering past and future courses of events. There should be an opportunity to form concepts, develop proper attitudes, make reasonable generalizations, and learn to appreciate the strength and vitality of the democratic way of life.

The choice is between teaching that which is narrow and unilluminating or that which is enlightening, interesting, and serves youth effectively. Undue repetition should be avoided, and there should be good planning, coordination, pacing, and worthwhile culminating activities. Young Americans need to see the many-sidedness of American life, past and present, to understand the history of the unity of American people, and to know that our faith in democracy can sustain that unity.

The values attained from the study of history are dependent on the wealth of primary and secondary source materials available. These include newspapers, magazines, films, radio, TV, recordings, maps, paperback editions of historical documents, speeches, current events and periodicals published for teacher use. Thus, the study of American history can become living and vitalized only when the contemporary problem and its historical roots are brought into focus.

SPECIFIC OBJECTIVES

To help students learn to identify relevant materials, to distinguish between fact and opinion, and to reach valid conclusions by careful evaluation of historical materials

To encourage students to develop further the communication skills of reading, writing, speaking, and listening in the study of history

To help students develop introductory research technique in their study of primary and secondary source materials of history

OUTLINE OF CONTENT

I. The student must be able to identify the overall topics.
   A. Known and unknown quantities of the topic
   B. Recognize materials needed and learn where they can be found.

II. Student communicative skills are vital to successful learning.
   A. Essential – reading skills
      1. How to skim
         a. Reading – briefly
         b. Glancing
         c. Reading – skillfully
         d. Main ideas
      2. How to read for detailed information
         a. Skim
         b. Read carefully
         c. Take notes
         d. Review
   B. Essential – writing skills
      1. The written report
         a. Outline or framework
         b. First copy
         c. Rewrite
         d. Footnoting
         e. Bibliography
         f. Final check

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Read headings, topics, and lead sentences.

Glance at caption of pictures, charts, and tables.

Reread carefully the parts of the chapter that you consider most important.

Search for main ideas.

Skim quickly the general content.

Read again carefully, looking for main ideas

Take notes on the main ideas.

Review by asking yourself questions.

Make a tentative outline or framework for a report.

Using collected information, write your first copy, check your English construction.

Include an introductory paragraph and a conclusion.

Rewrite using any corrections or additions.

Use footnotes where necessary.

Be sure to include a bibliography.
(A detailed listing of all the materials you used in preparing the report.)

2. The written criticism	Check for neatness and accuracy.
C. Essential – speaking skills 1. The oral report a. Outline of material b. Detail within outline c. Prepare note cards d. Use of bibliography e. Introduction; conclusion and impression 2. Class criticism for skill improvement	Make a good outline of material to be covered in the report. Include in the outline any details that you want to use and might forget. Do not read your oral report. Use notes but do not make the report by oral reading. Prepare a bibliography. Plan an interesting way to present the material. Include an introduction, a conclusion, and, if possible, some of your impressions.
D. Essential – listening skills 1. Be attentive a. Always listen to the speaker b. Never let others interrupt your listening c. Listen with the eyes as well as the ears	Try paying strict attention, holding yourself responsible for every question asked, and every main point stressed. Check the correctness of the answer you have given. Try getting the assignment the first time without thought of later asking what it was. Practice this daily. Practice concentrating by listening to a special radio news feature program (disregarding interruptions) – determine the purpose of the program, and analyze and compare the general ideas expressed. Analyze the mannerisms designed to influence the listener, as well as the proportion of fact and opinion expressed.
2. Taking notes a. Helps concentration b. Extends knowledge of the subject c. Aids memory or retention of material	Take notes on each class discussion; condense the thoughts into a few words. If you write too much, you will fall behind and be unable to follow the thought of the discussion. Write the thoughts in your own words. Rework your notes as soon as possible after each class discussion or lecture. Continue this until you are able to take notes which do not need reworking. Put down in full only such things as the following: references, definitions, formulas, direct quotations, and specific facts (such as dates.)
III. Knowledge of research techniques is essential to historical study. A. Define the topic or purpose of research	Outline in some detail the influence of Christian missionaries in New Spain and France. (Helpful sources: E.G. Bourne, **Spain in America** and R.G. Thwa[illegible], **France in America**, 1497–1763) Organize four special committees to study and report on the civilization of the Aztecs, Mayans, Incas, and Pueblos. (Sources W.H. Prescott, **History of the Conquest of Mexico, History of the Conquest of Peru.** See also Hart, **Contemporaries, Vol. I – No. 22**)
B. Selection of materials 1. Documentary materials 2. Periodicals – **Readers' Guide** 3. Encyclopedias – limitations	Prepare a report on the original peoples of North America (Morris, **Encyclopedia of American History.**) What are the advantages and disadvantages of Mercator's projection? (**Life's Picture History of Western Man**, pp. 118–131)
C. Study outline for class discussion and text in reviewing 1. Major headings 2. Important information included 3. Be original in writing 4. Follow an outline pattern	Select any standard American history text and choose major headings for a study outline on the Period of Exploration. Include important information under each heading such as: causes, results, law terms, characteristics, and purposes.
D. Note-taking for research projects 1. Cards of uniform size 2. Document source of material 3. Major headings of project	Secure either 4" x 6" or 5" x 8" cards or slips of paper. Information about only one topic should be on one slip or card. Each card should carry some sort of subject reference at the top right-hand side

4. Exact quotations – actual source

of the card or slip, as well as an indication at the bottom of the card of the source of information, noted carefully by author, title, and page. Read information in your text on the European background and explorations, and take notes useable for a written or oral report and turn in to the teacher for constructive criticism.

CULMINATING ACTIVITIES

Describe some of the "big ideas" to be studied and developed in American history.

Tell how you would start collecting material for a term report, using a bibliography, footnotes, source materials, and supplementary readings.

Point out news events which require a knowledge of historical developments as a background for understanding.

Show in your textbook illustrations of visual materials, graphs, and maps which help interpret American history.

Take notes on Chapter One after you have skimmed it and reread the textual material carefully and be able to carry your share in classroom discussion of the topics.

Listen attentively to your history teacher's introduction to the American history course, and take notes on historical problems presented.

Read the overview for Unit One of your textbook and Chapter One. Write twelve statements "big ideas" on historical developments in this chapter.

Trace on an outline map the specific discoveries and explorations of the period.

In your own words compare the Age of Discovery and Exploration with the Space Age.

Evaluate the achievements of the discoverers and explorers – all in their single lifetime.

Spend some time in full class discussion of the use of the various parts of the text during the year's course.

EVALUATIONS

Determine through observation and short quizzes pupils' skills in reading and understanding Chapters One and Two of the American history text.

Evaluate pupils' ability to participate effectively in discussion through selected learning experiences and activities.

Observe pupils' growth in their competency to study and work with primary and secondary sources.

Find out through map work the geographic knowledge of pupils.

Measure through discussion and oral testing pupil recognition of vocabulary and cause-and-effect relationships.

RESOURCE MATERIALS

Bragdon and McCutchen, (text)	**History of a Free People**	Macmillan
Muzzy, David S.,	**Our Country's History**	Ginn
Bryan, J.N., Skertzer, Bruce,	**Clues To Successful Living**	North Central Association of Colleges and Secondary Schools
Whipple, Guy Montrose,	**How To Study Effectively**	Public School Publishing Co.

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0– 204	**How to Study**	(11 min.)
0– 203	**How to Read A Book**	(10 min.)
0–1031	**How to Remember**	(11 min.)
0–1032	**How we Learn**	(11 min.)
0– 737	**Listen Well, Learn Well**	(10 min.)
0– 229	**Know Your Library**	(11 min.)
0– 601	**Maps and Their Uses**	(10 min.)
00– 739	**Globes: Their Function in the Classroom**	(14 min.)
0– 158	**Poster Making Design & Technique**	(10 min.)
00– 507	**Better Bulletin Boards**	(14 min.)
00– 240	**High School: Your Challenge**	(13 min.)

PROFESSIONAL AIDS

Gears, Richard E., and Zeleny, Leslie D.,	**Educating Citizens for Democracy**	**Oxford University Press**
Hardy, Lois Lynn,	**How To Study in High School**	**Pacific Books**
New York State Counselors Ass'n.,	**Tips – How To Study**	**Delmar Publishers**
Preston, Ralph C., and Botel, Morton,	**How To Study**	**Science Research Associates**

AMERICAN HISTORY – General course (Required) one year

Unit Two: Colonial Experiences Influence the American Way of Life.

Suggested Time – Four Weeks

OVERVIEW

The United States has a European background and has evolved as one nation from the influence of many nations. ("E Pluribus Unum") Its discovery and exploration were comparable for that period to some advances and discoveries of the global and space age of today.

Colonial life consumed a long period of significant achievements as background for the American democracy. Causes and effects of the War for Independence and the development of our Constitution were economic, political, and social in nature.

Interpretation of our fundamental documents – The **Mayflower Compact**, the **Declaration of Independence**, and the **Constitution** – indicates that these highly valued pronouncements are applicable today for our nation and for the world.

The democratic process is illustrated in the early development of colonial life, the struggle for independence, and the writing and ratification of the Constitution. Specific interests, leaders, and issues of a controversial nature were reconciled through readjustments and compromises. Today, we still need to solve or reconcile our current problems through the democratic process comparable to that used during one hundred seventy-five years of our country under the Constitution of the United States.

SPECIFIC OBJECTIVES

To develop in pupils an understanding of cause and effect relationships in the developments in colonial life, winning our independence, and our development of the Constitution

To increase pupils' interest in and appreciation of the democratic process in the formation of the Constitution and the development of our nation

To inculcate in pupils the desire to interpret the real meaning of the American heritage and democracy through an understanding of its fundamental documents

To help students develop an appreciation of the lives and achievements of some of our early colonial, revolutionary, and constitutional period leaders

OUTLINE OF CONTENT	LEARNING EXPERIENCES AND ACTIVITIES
I. England contributes to the patterns for the American way of life.	See text. Check several American History texts for their comments on the "Rights of Englishmen." What influence did these rights have upon government in the English colonies? Have a summary panel discussion on "Great Men of Colonial Days."
II. Other European countries make fewer contributions.	Make drawings to illustrate the differences in motives for colonization of and colonial life in the New World on the part of the Spanish, the French, and the English. List democratic and undemocratic institutions found in the colonies.
III. Colonial experiences contribute to setting the patterns for the American way of life. A. Influence of geographic factors B. Economic patterns C. Social and cultural patterns D. Political patterns 1. Representative government 2. Written constitutions 3. Separation of legislative and executive functions of government 4. Separation of church and state	Prepare a chart to summarize important facts about the thirteen English colonies. In the first column, (1), list each colony; in second column, (2), the date established; (3) important settlements; (4) purpose of founding; (5) type of government; (6) derivation of name; (7) important persons; (8) key events occurring there in the colonial period. Watch your current affairs reading for recent contributions to our cultural life of such a nature as those contributions made by Zenger, Franklin, West, and Stuart. Dramatize a New England Town Meeting. Consult Hart's, **American History As Told By Contemporaries I**, No. 65, or **America II**, pp. 90–100.

Arrange a bulletin board display, in sections, representing various threats to democracy. Appoint a committee to take charge of each section. Each committee should bring in clippings, cartoons, pictures, quotations, or original drawings to illustrate these threats. (These exhibits should be changed often.)

Plan student interviews with brief dramatizations of the biographies of the great men who were influential in the development of our colonial life.

Girls interested in homemaking might report on such things as early American patterns in silverware, china, furniture, or dress.

Explain the importance of our nation's rejecting the pattern of The Rule of Saints and Maryland's Toleration Act and accepting Roger Williams' separation of church and state, leading to freedom for all.

IV. Conflict between British and colonial patterns of living lead to independence.

Make a list of European theories, patterns of government, and ways of living which the colonists rejected and replaced with ways of their own.

Divide the class into groups of six students each. Allow each group about twenty minutes to discuss whether, given the relationship conditions between England and her colonies from the beginning, the Revolution and the Declaration of Independence were inevitable. Why did efforts at compromise fail?

V. A new form of Union is established.

   A. Defects of the Articles of Confederation

   B. Accomplishment under the Articles of Confederation

The structure of government in 1783 left many responsibilities in local hands. Was this more workable and desirable then than is now the case? Indicate answers by written comment for class exchange.

Study the Charter of the United Nations and the Articles of Confederation. Summarize the similarities and differences in a chart for the bulletin board. Why was there more apparent unity under the Articles of Confederation than there is under the Charter of the United Nations?

Reread the section of your book that discusses the framework of our government under the Articles of Confederation. Make a list of the weaknesses of the Articles of Confederation.

VOCABULARY

advisory
ally
artisan
boycott
colony
commission
compact
confederation
congress
constituents
continental
controversy
democratic
despotism
frontier
gentry
indentured
independence
indigo
intolerable
levy
loyalist
maize
militia
navigation
ordinance
parliament
patriot
pioneer
posterity
providence
quartering
redress
revenue
revolution
sect
seditious
smuggling
surrender
territory
treaty
unalienable
usurpation
verge
veto
writ

IDENTIFICATIONS

William Bradford
George Fox
Huguenots
John Kay
Tom Paine
Whigs
Bon Homme Richard
Northwest Ordinance
Writs of Assistance
Charter Oak
"bread colonies"
Magna Carta

IDENTIFICATIONS (Continued)

- Tories
- Sons of Liberty
- Townshend Acts
- George Rogers Clark
- Fundamental Orders
- spinning jenny
- Christopher Gist
- Nathan Hale
- "rotten boroughs"
- Valley Forge
- John Adams

CULMINATING ACTIVITIES

Develop and conduct a panel discussion on the real meaning of the early American heritage before the Constitution.

Dramatize a typical meeting of the Constitutional Convention. Use role-playing to represent leaders and their arguments on basic issues. Reconcile differences through suggested motions and compromises. (Refer to **Madison's notes** in your Library.)

Show and discuss a summarizing film such as "Servant of the People," "Give Me Liberty,"

Describe some outstanding characteristics or developments of colonial life as a background for our life in the United States today.

Trace on a world map the early discoveries and explorations in the New World. Indicate the leaders and achievements.

Define and explain the vocabulary and identifications used in this unit.

EVALUATIONS

Determine through essay and objective testing the important factual information and knowledge that pupils have of colonial life, the War for Independence, and the critical periods.

Observe and evaluate through discussion pupils' understanding and appreciation of the sacrificial and effective leadership of our early colonial, revolutionary, and political developments as part of the American heritage.

Evaluate pupils' ability to sum up in chart form some comparisons of democratic and undemocratic practices in colonial life in the thirteen original colonies. (A class development project.)

Weigh pupils' attitudes toward crises and democratic developments in our early history.

RESOURCE MATERIALS

Bragdon and McCutchen, (text)	**History of a Free People**	Macmillan
Catton, Bruce,	**American Heritage**	American Heritage Publishing Co.
Commager, H.S. and Nevins, A.,	**The Heritage of America**	Little
Commager, H.S., and Morris, R.B.,	**The Spirit of Seventy-Six**	Bobbs
Connell, Brian,	**The Savage Years**	Harper
Corwin, E.S.,	**The Constitution and What It Means Today**	Princeton University Press
Cunliffe, Marcus,	**George Washington: Man and Monument**	Little
Findlay, B. and E.,	**Your Rugged Constitution**	Stanford University Press
Gibson, L.H.,	**The Coming of the Revolution, 1763–1775**	Harper
Lamb, Harold,	**New Found World** (2 Volumes)	Doubleday
Lancaster, Bruce	**From Lexington to Liberty**	Doubleday
Morgan, E.S.,	**The Critical Period of American History 1763–1789**	University of Chicago Press
Muzzey, David S., (text)	**Our Country's History**	Ginn
Wright, L.B.,	**The Cultural Life of the American Colonies, 1607–1763**	Harper

PAPERBACKS

Adams, R.G.,	**Political Ideas of the American Revolution**	Barnes and Noble
Becker, C.L.,	**The Declaration of Independence**	Vintage
Billington, R.A.,	**The Westward Movement in the United States**	Anvil

PAPERBACKS (Continued)

Bowen, C.D.,	**John Adams, and the American Revolution**	Universal Library
Burlingame, Roger,	**Benjamin Franklin**	N.A.L.
Commager, H.S.,	**America in Perspective, The United States Through Foreign Eyes**	N.A.L.
Faulkner, H.U. and Stabb, M.,	**Labor in America**	Oxford Book
Heffner, R.D.,	**A Documentary History of the United States**	N.A.L.
Hofstadter, R.,	**Great Issues in American History: A Documentary Record**	Vintage
Jerregan, M. W.,	**American Colonies, 1492–1750**	UNGAR
Martin, M., and Gerber, L.,	**Dictionary of American History**	Littlefield
Morris, R.B.,	**Basic Documents of American History**	Anvil
Paine, Thomas,	**Common Sense and the Crisis**	Dolphin
Parkman, F.,	**The Discovery of the Great West: La Salle**	Rinehart
Rossiter, C.,	**First American Revolution, The American Colonies on the Eve of Independence**	Harvest
Wertenbaker, T.J.,	**Golden Age of Colonial Culture**	Cornell University
Wesley, E.B.,	**Our United States: Its History in Maps**	Denoyer-Geppert

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–278	**American Revolution**	(16 min.)
0– 79	**Colonial Expansion**	(11 min.)
00–385	Congress	(20 min.)
00–417	**Constitution of the U.S.**	(16 min.)
0X–187	**Williamsburg**	(25 min.)

PROFESSIONAL AIDS

Bailey, T.A.,	**Diplomatic History of the American People**
Collins, A.C.,	**A Pictorial History of the United States**
Morris,	**Encyclopedia of American History**
Paullin, C.O.,	**Atlas of the Historical Geography of the United States**
Schlesinger, A.M.,	**Paths to the Present**

AMERICAN HISTORY – General course (Required) one year

Unit Three – Strong Leaders Establish a New Nation (1787–1816).

Suggested Time – Four Weeks

OVERVIEW

The Articles of Confederation did not have power to enforce laws, levy taxes, or regulate trade. A critical period followed the War of Independence (Revolutionary War) and preceded the formation of our Constitution. The confederated states were unable to solve mutual problems relating to finances, boundaries, trade, and law enforcement. Due to these dangers and the threat of anarchy a meeting was called in 1787 for the purpose of revising the Articles of Confederation.

Delegates to the so-called Constitutional Convention met in Independence Hall in Philadelphia in 1787. The fifty-five members of the Convention were an outstanding group of men – leaders in the cause of freedom. Sectional and vested interests were represented; and compromises centering on controversial issues over slavery, between large and small states, and involving enumerated and delegated powers had to be made in a spirit of fair play by most of the states. The readjustment and flexible nature of our Constitution has caused it to endure for these one hundred seventy-five years. Its ratification was achieved after a hard fight by the so-called Federalists.

Launching the new governments involved foreign and domestic problems, establishing the powers of the national government, reconciling foreign affairs with France, Spain, and Great Britain, the developing of political parties and resolving differences between the national government and state governments.

Washington, Adams, Hamilton, and other Federalists led in the establishment of the Federal government. Jefferson extended the idea and practices of democracy for more people; this was known as Jeffersonian Democracy. John Marshall increased the power of the national government through supreme court decisions. Jefferson's policies led to the doubling of our land area through the Louisiana Purchase and to settlement with the Barbary pirates.

Our Second War for Independence (War of 1812) seems to us today to have been unnecessary. In spite of rather disastrous set-backs, this conflict led ultimately to complete independence from England.

SPECIFIC OBJECTIVES

To show pupils the serious problems in the formation of our nation and how solutions were reached

To develop in pupils an appreciation and understanding of the early beginnings of our constitutional and republican government

To help pupils recognize the courage and contributions of our early leaders as they wrote the Constitution and launched the new government

To help pupils understand that the sound foundations of our government have been extended even today in a world in which freedom is again challenged

OUTLINE OF CONTENT

I. Many general problems are faced by the thirteen separate independent states.
   - A. Foreign difficulties
   - B. Domestic difficulties

II. The Constitution is an outgrowth of colonial democratic practices.
   - A. Unifying experiences
     1. Indian uprisings
     2. Merchants' Associations
     3. Continental Congress and state legislatures
     4. English heritage, tradition and custom
     5. Conception of colonial democracy developed through life in America
   - B. Practical experiences in government
     1. Mayflower Compact
     2. State constitutions and charters

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Imagine that you are a member of the Congress of the Confederation. Write a letter to a friend in Paris describing conditions in the new nation. Mention the major problems facing the country and suggest means for solving them.

Report on an outstanding leader of this period, who seemed to recognize that there were problems that had to be solved and who had ideas for their solution.

Trace in diagram form the steps leading to the calling of the Constitutional Convention in 1787.

Prepare a talk tracing the unifying experiences of the colonies.

    3. New England Confederation
    4. Franklin's Plan of Union
    5. Declaration of Rights
    6. Declaration of Independence
    7. Articles of Confederation
  - C. Immediate needs
    1. Navigation problems on Potomac – Mt. Vernon
    2. Annapolis Convention
    3. Trade and currency problems unsolved by Articles of Confederation
    4. Problem of revision of Articles of Confederation

Compose a letter such as Madison or Hamilton would have sent to Washington following the Annapolis Convention.

III. Leaders struggle with problems in the Constitutional Convention.
  - A. Qualities of leadership
  - B. Compromises of Convention
  - C. Political complexion of Convention
  - D. Provisions for change
    1. Amendments to be added as needed
    2. "Implied powers"
    3. Power to appoint additional officials, establish needed inferior courts, etc.
    4. States given rights to write and change own constitutions as needed
    5. Laws providing controls, powers, or unfulfilled needs

Have the class assemble as a Constitutional Convention, elect officers, and have outstanding leaders (of that time) debate the issues leading to the famous compromises.

IV. The Convention develops a pattern for our Constitution.
  - A. First three Articles – safeguards
    1. Separation of powers – departments
       a. Interlocking functions
       b. Checks and balances
    2. New concept of federal system
       a. Constitution – supreme law of the land
       b. States – equal powers
       c. Purpose of states – to serve the people
  - B. Last four Articles – clarification
    1. "Full Faith and Credit" clauses
    2. Admittance of new states
    3. States guaranteed republican form of government
    4. Separation of branches of government
    5. "Supreme law of the land" clause
  - C. Provisions for ratification
  - D. Amendments

(Refer to **Secondary Curriculum Bulletin** #121)

Construct a chart showing separation of powers.

Show by chart diagram the check and balance system which was fundamental to the Constitution.

V. The Constitution is ratified and implemented.
  - A. Ratification
  - B. Organization of new government
  - C. Strengthening of government under Supreme Court interpretation

Have a committee from the class prepare a pamphlet setting forth the reasons for the ratification of the Constitution.

VI. The new government encounters problems.
  - A. Domestic problems
  - B. Foreign problems
  - C. Importance of solution of A & B (above)
  - D. Development of two political parties

Dramatize one of the following:
(a) A Republican editor has been arrested for violating the Sedition Act
(b) The XYZ Affair
(c) Appointment of mid-night judges
(d) The quarrel and duel between Burr and Hamilton.

Discuss the similarities and differences between the foreign policies of Washington, Adams, and Jefferson in relation to France, and Great Britain.

Discuss neutrality then and now.

VII. Jeffersonian Democracy extends ideas in government.

What are the apparent inconsistencies between Jefferson's philosophy of government and his actions as President? How do you account for them?

Jefferson's **First Inaugural Address** is one of the great American documents. (Read in Commager, **Documents of American History,** No. 106.) What does the address reveal about Jefferson's philosophy?

VIII. The War of 1812 assures independence.

Collect and draw pictures for the bulletin board of the type of ship used in the War of 1812. (Compare them with the picture of a ship of Columbus' time.)

Study one stanza of "The Star-Spangled Banner." After rereading the story of how Francis Scott Key came to write our National Anthem, tell what scenes and ideas Key was trying to show in the stanza.

VOCABULARY

amendment
assumption
blockade
cabinet
compromise
democracy
embargo
excise
expansion
federalist
funding
impeachment
impressment
inauguration
migration
national
neutrality
nullification
ratify
republic
suffrage
sovereignty
tariff

IDENTIFICATIONS

Industrial Revolution
Aaron Burr
Alexander Hamilton
Assumption Act
Whisky Rebellion
Neutrality Proclamation, 1793
Pinckney Treaty
Toussaint l'Ouverture
Chesapeake
Kentucky and Virginia Resolutions
"Mad Anthony" Wayne
John Adams
Bank of the United States
Citizen Edmond Genet
British Orders in Council
Embargo Act
Talleyrand
War Hawks
X,Y,Z Papers
Alien and Sedition Acts
Judiciary Act, 1789
Treaty of Greenville
Treaty of Alliance, 1778
Jay Treaty
Tripolitan War
Zebulon Pike
Tecumseh
Barbary states
presidential elector

IDENTIFICATIONS (Continued)

checks and balances
Jacobin
Orders in Council
the "Virginia Dynasty"
"Stay" and "tender" laws
Madison's notes
right of deposit
bank stock
the great divide
"Yazoo Men"
"elastic clause"
"holy experiment"
common man
"midnight judges"
"Mediterranean fund"
right of search
peaceful coercion

CULMINATING ACTIVITIES

Conduct a panel discussion on the **importance** and **meaning** of the **Constitution of the United States** as organized in the Constitutional Convention and as followed and developed for these one hundred seventy-five years.

Have the students participate in an open forum discussion in class on the features of our Constitution and our government as a representative democracy emphasizing that final authority for governing shall rest with the people.

Compare in chart form the policies and practices of Presidents Washington, Adams, Jefferson, and Madison.

Read orally the **Declaration of Independence** and Jefferson's **First Inaugural Address** and interpret the concepts of each document in summary form.

On a map of North America trace the main areas of combat in the War of 1812. Was continuance of the "status quo" as a result of the War of 1812 of any significance at that time?

Account for the fact that a number of the leaders of the American Revolution were not present at the Constitutional Convention.

EVALUATIONS

Evaluate through discussion and open-book testing the pupils' ability to read and interpret such source materials as the **Declaration of Independence, the Constitution of the United States,** Washington's **Farewell Address,** and Jefferson's **First Inaugural Address.**

Determine through learning activities the pupils' understanding of and appreciation for their early American heritage and the work of our leaders and the common people.

Through informal teaching techniques ascertain the pupils' functional everyday understanding and knowledge of the nature and achievement of our early people in their dedication and sacrifice for the American dream of freedom and opportunity for everyone.

RESOURCE MATERIALS

Brogdon and McCutchen, (text)	**History of a Free People**	Macmillan
Muzzey, David S., (text)	**Our Country's History**	Ginn
Corwin, E.S.,	**The Constitution and What it Means Today**	Princeton University Press
Cunteffe, M.,	**The Nation Takes Shape, 1789–1837**	University of Chicago Press
Krout, J.A., and Fox, Dixon R.,	**The Completion of Independence 1789–1837**	Macmillan
Findlay, B and E.,	**Your Rugged Constitution**	Stanford University Press
Morgan, E.S.,	**Birth of the Republic, 1763–1789**	University of Chicago Press
Schackner, Nathan,	**The Founding Fathers**	Putnam
Tucker, Glenn,	**Poltroons and Patriots**	Bobbs
Van Every, Dale,	**Men of the Western Waters: A Second Look at the First Americans**	Houghton

PAPERBACKS

Billington, R.,	**The Westward Movement in the United States**	Anvil
Boorstin, D.,	**Lost World of Thomas Jefferson**	Beacon
	On The Constitution: Selections from the Federalist Papers	Liberal Arts
Brockway, T.P.,	**Basic Documents in United States Foreign Policy**	Anvil
Cooke, E.F.,	**The Constitution: A Detailed Analysis**	Littlefield
Hall, Margaret,	**Alexander Hamilton Reader**	Oceana
Heffner, R.D.,	**A Documentary History of the United States**	N.A.L.
Hofstadter, R.,	**The American Political Tradition and the Men Who Made It**	Knopf
Martin, M., and Gelber, L.,	**Dictionary of American History**	Littlefield
Padover, S.K.,	**Jefferson on Democracy**	N.A.L.
Solberg, W.U., (ed.)	**Federal Concentration and the Formation of the Union of the American States**	Liberal Arts
Swisher, C.B.,	**Historic Decisions of the Supreme Court**	Anvil
Trevelyan, G.M.,	**History of England, 3 Volumes**	Anchor
Williams, I.G.,	**American Vice-Presidency**	Random House

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00– 212	**Hamilton, Alexander**	(18 min.)
00– 173	**Jefferson, Thomas**	(17 min.)
00– 57	**Land of Liberty, Part I**	(20 min.)
00– 196	**Lewis and Clark**	(17 min.)
00– 428	**Louisiana Purchase**	(16 min.)
0– 606	**Our Living Constitution**	(11 min.)
00– 189	**Our Living Declaration**	(11 min.)
00– 528	**War of 1812**	(14 min.)
00– 198	**Washington, George**	(18 min.)

PROFESSIONAL AIDS

Almanacs	(The current **Information Please Almanac, The World Almanac, Statistical Abstract of the United States**)
Bailey, T.A.,	**A Diplomatic History of the American People**
Beirne, F.F.,	**War of 1812**
Brooks, E.S.,	**Historic Americans**
Handlin, Oscar,	**Readings in American History**

AMERICAN HISTORY – General course (Required) one year

Unit Four – The Expanding Nation Encounters New Problems (1816–1860).

Suggested Time – Five Weeks

OVERVIEW

While nationalism followed the War of 1812, bitter sectionalism and rivalry between different parts of the country arose. Provision for national defense, construction of roads, a protective tariff, and re-establishment of the national bank were examples of a stronger nationalism. However, the South in contrast with the North wanted low tariffs and prices, new land in the West, local and state banks, and cheap money.

Depressions, unemployment, land hunger, gold, trade, religious persecution, and missionary work all played important parts in attracting great numbers of Americans and immigrants into the West to extend our boundaries to their present limits. Foreign disputes were settled without war with the exception of the difficulty with Mexico over Texas. The Monroe Doctrine was advanced to protect our interests in the Western Hemisphere.

Conditions and life in the West gave impetus to the development of democratic principles, and Jeffersonian democracy increased participation of the common man in his government.

Struggles between sections and over special interests resulted in many compromises, but the inevitable outcome appeared certain. Leadership on both sides – the North and the South – was demanding and often explosive. Issues centered on economic differences, slavery, and supremacy of the federal government. Loose Park, Westport, and Missouri and Kansas were areas of bloody and violent conflict.

SPECIFIC OBJECTIVES

To help pupils understand the causes and effects of the War Between the States (Civil War)

To develop the pupils' understanding of sectional interest and their demands

To help pupils trace the developments of nationalism as it conflicts with sectionalism

To show pupils the part that leaders and economic interests played in keeping issues and conflicts alive in the United States

OUTLINE OF CONTENT

I. Nationalism develops after 1812.
   A. Domestic policies and problems
   B. Foreign policies
      1. Boundary adjustments
      2. Monroe Doctrine

II. Early nationalism is replaced by sectionalism.
   A. Cultural differences influenced by environment
   B. Manufacturers' goals
      1. Protective tariff
      2. Immigration to supply labor
      3. Sound money
   C. Aims of southern planters
      1. Cheap western land
      2. Support for slave system
      3. Free exchange of goods with Europe
      4. Lower tariff
   D. Aims of western settlers
      1. Government aid to improve transportation and communication
      2. Cheap land
      3. Representation in the national government

III. We debate problems of Nationalism vs. Sectionalism.
   A. Calhoun's Bonus Bill
   B. Clay's American System

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Summarize three or more of John Marshall's most famous decisions. Report to the class how they guided the action of the Supreme Court to this day.

Compare the above with the most famous Supreme Court decision since you were born.

Draw a cartoon or pictograph showing our foreign problems in this period of history.

In the quarter century, 1815–1840, the geographic sections of America developed distinctive interests. Assign the responsibility for discussing these different interests to groups of students: (a) tariff, (b) federal aid to transportation, (c) cheap public lands, (d) the bank of the United States, (e) the factory system, and (f) slavery.

Make a blackboard diagram showing how a lock in the Erie Canal works. Explain to the class and also show how the Erie Canal affected the trade of New York City.

Select a student to assume the role of Madison and another to represent Calhoun; let them argue before the class the veto of the Bonus Bill.

- C. Attempt to solve slavery by Missouri Compromise
- D. Tariff becomes a vital issue

IV. New problems confront Jackson and Van Buren.

- A. Conflicts
  1. National Bank
  2. Tariffs
  3. States Rights and Nullification
  4. Indian problems
  5. Spoils system
  6. Panic of 1837
  7. Independent treasury
- B. Reform measures
  1. Democracy broadened
  2. Nominating conventions
  3. Humanitarian movements
  4. Public education
  5. Temperance
  6. Peace organizations
  7. Labor groups

V. Foreign problems plague the new nation.

- A. Great Britain
- B. Mexico
- C. Spain

VI. We experience sectional bitterness in our growing nation.

- A. Slavery
  1. Compromise of 1850
  2. Uncle Tom's Cabin
  3. "Squatter Sovereignty"
  4. Kansas–Nebraska Act
  5. Dred Scott Decision
  6. Freeport Doctrine
  7. John Brown's raid
  8. Election of Lincoln
  9. Fort Sumter
- B. Prominent Leaders
  1. In North
  2. In South
- C. Failure of Compromises to avert Civil War

VOCABULARY

filibuster
internal improvements
nationalism
popular sovereignty
proletariat
protective
protectorate
sectionalism
specie payments
spoils system
sub-treasury
temperance
trade union

IDENTIFICATIONS

"Kitchen Cabinet"
Great American Desert
"dark horse"
Bear Flag

Have a panel discuss the significance of the Webster–Hayne debates.

On an outline map draw the lines of the Louisiana Purchase and that of the Missouri Compromise. By use of colors indicate (a) the area opened to slavery by the compromise; (b) the area closed; (c) the slave states; (d) the area closed to slavery by the Northwest Ordinance; and (e) the other free states. Locate the Mason Dixon Line and "the Great American Desert."

Compare the Spoils System with Civil Service of today.

Contrast Jackson's toast to the Union and Calhoun's reply.

Ask each class member to evaluate Jackson's administrations and his contributions.

Report to the class on the various ways of nominating presidential candidates – by state legislatures, caucuses, conventions and primaries.

Investigate and tell the class more in detail about the effects of the Panic of 1837. How did it contribute to the growth of the population of Texas?

Trace the development of nationalism in the United States from 1815 to 1850. How was this reflected in the country's growth?

On a map of the Americas indicate the growth of the Monroe Doctrine and place dates of application near the areas involved. Write in explanatory information in the "key" corner of the map.

Imagine you are one of the following persons:
(a) One of the audience at the Lincoln–Douglas debate in Freeport, Illinois
(b) A citizen of Lawrence, Kansas on May 21, 1856.
Write a letter to a friend, describing your reactions to what occurred at each location.

Draw a series of cartoons in favor of one of the candidates in the election of 1856.

To learn more about the Abolitionists and their views on slavery do one or more of the following:
(a) Prepare a report on the Abolitionist activities of William Lloyd Garrison.
(b) Explain how the Underground Railroad operated.
(c) Read and prepare an oral book report on **Railroad to Freedom** by Hildegarde Swift.
(d) Read and prepare a written book report on **Uncle Tom's Cabin** by Harriet Beecher Stowe.
(e) Use reference books to find out what you can about Wendell Phillips.

Study the Compromise of 1850 in more detail. Prepare a chart which clearly conveys its "give and take" features. Why did Webster support it?

Explain the Dred Scott decision. Two students might present the case for and against Dred Scott.

Explain why compromise on slavery finally became unacceptable.

IDENTIFICATIONS (Continued)

Wilmot Proviso
"squatter sovereignty"
Native American Party
Tallmadge amendment
"obiter dictum"
states' rights
the "American System"
Force bill
"gag rule"
"Manifest destiny"
"spot resolutions"
Gadsden Purchase
"Omnibus Bill"
"Underground railroad"
Yankee Clipper
Freeport Doctrine
"Exposition and Protest"
Jacksonian democracy
"Fifty-four forty"
Personal Liberty Acts
"the irrepressible conflict"
Holy Alliance
Whigs
joint resolution
The Alamo
Ostend Manifesto
William Crawford
John Q. Adams
Daniel Webster
Davy Crockett
Robert Hayne
Nicolas Biddle
William L. Garrison
Roger B. Taney
Martin Van Buren
William H. Harrison
John Tyler
Santa Anna
Stephen Kearny
Marcus Whitman
Sam Houston
James K. Polk
Zachary Taylor
John C. Fremont
Nathaniel Wyeth
Robert E. Lee
Abraham Lincoln
Lewis Cass
Winfield Scott
Franklin Pierce
Stephen A. Douglas
Pierre Soule'
Harriet B. Stowe
John Brown
Brigham Young

CULMINATING ACTIVITIES

Prepare and conduct a debate on the question: Resolved, That the Federal Government Should Be Supreme in Educational Matters."

Have a pupil defend orally before the class the superior leadership contribution of six leaders of this period of Nationalism and Sectionalism. Use in defense of the chosen leaders definite evidences of their lasting and helpful achievements.

Compare in chart form the principles and practices of Jeffersonian Democracy and Jacksonian Democracy.

List in chart form or outline form the developments and examples of nationalism, sectionalism and the underlying causes of conflicts leading to the War Between the States. (Civil War)

Trace on the blackboard compromises and actions to postpone or prevent the War Between The States. Indicate anything which might have really prevented the ultimate conflict – something which was not done.

CULMINATING ACTIVITIES (Continued)

Bring to class and interpret several outstanding quotations and slogans of such leaders as Lincoln, Webster, Calhoun, and Clay.

EVALUATIONS

Determine through testing, written work, and learning activities pupils' ability to recognize examples of Nationalism, Sectionalism, and personality conflicts over controversial issues leading to the War Between the States.

Observe through discussion pupils' attitudes and understandings, and appreciations of the leaders who stood for certain principles and practices which they felt necessary for their country's development.

Check pupils' skill in filling in on an outline map of the United States our territorial development from coast to coast and from Canada to the Gulf of Mexico.

Ascertain through a "spell-down" knowledge of vocabulary and identification in this unit.

RESOURCE MATERIALS

Muzzey, David S.,	**Our Country's History**	Ginn
Billington, R.,	**The Far Western Frontier, 1830–1860**	Harper
Cole, A.C.,	**The Irrepressible Conflict 1850–1865**	Macmillan
Commanger, H.S., & Ward, L.,	**America's Robert E. Lee**	Houghton
Cotton, B.,	**This Hallowed Ground**	Doubleday
Craven, A.O.,	**The Civil War in the Making**	Louisiana State University Press
Dangerfield, G.,	**The Era of Good Feelings**	Harcourt
Havinghurst, W.,	**Wilderness for Sale**	Hastings
Macartney, C.E.,	**Grant and His Generals**	McBride
Parkman, F.,	**The Oregon Trail**	Rinehart
Strode, H.,	**Jefferson Davis: American Patriot 1808–1861**	Harcourt
Waggoner, M.S.,	**Long Haul West: The Great Canal Era, 1817–1850**	Putnam

PAPERBACKS

Blau, J.L.,	**Social Theories of Jacksonian Democracy**	Liberal Arts
Commager,	**America in Perspective, The United States Through Foreign Eyes**	N.A.L.
Heffner, R.D.,	**A Documentary History of the United States**	N.A.L.
Meyers, M.,	**Jacksonian Persuasion, Politics and Belief**	Vintage
Olmsted, F.L.,	**The Slave States** (Before the Civil War)	Capricorn
Rossiter, C.,	**The American Presidency**	N.A.L.
Rothe, B. (ed.)	**The Daniel Webster Reader**	Oceana
Schlesinger, A.M. Jr.,	**The Age of Jackson**	N.A.L.
Swisher, C.B.,	**Historic Decisions of the Supreme Court**	Anvil
Wellman, P.,	**The Iron Mistress**	Pocketbooks
Wesley,	**Our United States: Its History in Maps**	Denoyer–Geppert
Bragdon and McCutchen (text)	**History of a Free People**	Macmillan

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–207	**Adams, John Quincy**	(17 min.)
00–234	**Calhoun, John C.**	(17 min.)
00–209	**Fremont, John C.**	(17 min.)
00–214	**Jackson, Andrew**	(18 min.)
00– 58	**Land of Liberty, Part II**	(20 min.)
00–258	**Marshall, John**	(18 min.)
00–220	**Webster, Daniel**	(17 min.)

PROFESSIONAL AIDS

Carmer, C.L.,	**America Sings, Stories and Songs of our Country's Growing**	
Dangerfield, G.,	**The Era of Good Feelings**	
	Dictionary of American Biography	
Handlin, Oscar,	**Readings in American History,**	Knopf Nos. 142–212

AMERICAN HISTORY – General course (Required) one year

Unit Five: – The New Nation is Tested and Preserved (1860–1877).

Suggested Time – Five Weeks

OVERVIEW

For over forty years the nation had labored to resolve the conflict between the sections. Repeated compromises had failed. The South which felt itself threatened by the North seceded from the Union when the Republican Party won the election. The South believed in the compact theory by which they felt they could withdraw from the Union, voluntarily. Since peaceful means of settlement proved hopeless, four years of bloody conflict resulted.

The War Between the States preserved the supremacy of the Union and emancipated the slaves. For a time the radical group prevailed and a harsh policy was inflicted on the south which resulted in wounds which were slow to heal. Finally, a more lenient policy was adopted and Federal troops were withdrawn in 1876. However, reconstruction and humiliation of the South had sown seeds of bitterness.

Some of the most remarkable changes in our country's history took place after the Civil War. We were rapidly becoming a land of highly organized industry, with densely populated cities, containing thousands of immigrant laborers. Extensive farms and cattle ranges, magically rising cities, and a thickening network of railroads were all evidences of a great economic revolution underway.

SPECIFIC OBJECTIVES

To help pupils recognize the underlying and immediate causes of the War Between the States

To develop in pupils an understanding of the social, economic, and political results of the war and Reconstruction

To develop pupils' knowledge of post-war developments in expansion, business, labor and social reform

To help pupils develop a clear picture of the nature and the causes of political corruption

OUTLINE OF CONTENT

I. Our nation is divided by sectional strife.

- A. Focal point of sectional differences
  1. Congressional attempts to settle differences by legislation
  2. Principle of "popular sovereignty"
  3. Supreme Court efforts by judicial decree
  4. John Brown and direct action
  5. Davis Resolution
  6. Lincoln's Cooper Union Address
- B. Special interests dominate the Election of 1860.
  1. Split in Democratic Party
  2. Republican convention and platform
  3. The Constitutional Union Party
- C. Results of election and effect on nation
  1. Secession of Southern states
  2. Confederate States of America
  3. Attempts to hold the Union together
- D. Fundamental reasons for secession
  1. Two different economic and social systems
  2. Cleavage in economic interests
  3. Superiority of North in population, wealth, and industry
  4. Cultural differences
  5. Struggle for control in congress
- E. Confederacy and Union compared
  1. Opening of a tragic era
  2. Economic resources
  3. Military strength
  4. Control of sea

II. War Between the States tests the Union.

- A. The military plans
  1. South's plan of campaign

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Conduct a poll of the class to find out when the forefathers of each class member came to America. What percentage came between 1840 and 1860? What percentage settled north of the Mason–Dixon Line? South? On a map of the world indicate the Pre-American ancestral origins of each class member, his location in the United States, and his slavery sentiments.

Contrast the attack on slavery of John Brown with that of Hinton R. Helper. What were the fears that led the Southern people to approve of secession?

Have reports to the class on the Charleston Convention in 1860 when the Democratic party split and on the distribution of popular and electoral college votes in the election of 1860.

During the period from 1850 to 1876 each of the three branches of the federal government made decisions which caused great turmoil throughout the United States. Select one or more examples of such decisions made by each branch. Which decision had a lasting influence on our country? Select decisions you consider most important.

Americans have always been concerned with the welfare of others. What activities during and after the war between North and the South demonstrated this concern?

Imagine you are Robert E. Lee just after the outbreak of the War Between the States. Write a letter to a friend describing the difficult decision you are facing in deciding whether to remain loyal to the Union or to help the Confederacy.

Choose a volunteer to explain France's occupation of Mexico, and its implications during this period.

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2. North's four-fold plan of operations
3. Naval warfare
4. War in the East
5. War in the West
6. Downfall of the Confederacy

B. Outstanding leaders of the war

C. Post-war foreign relations problem
   1. Trent Affair
   2. Construction of Confederate cruisers
   3. The Maximillian Affair

D. End of slavery in the various states
   1. The Emancipation Proclamation
   2. State action
   3. Thirteenth Amendment

E. Missouri's part in the War Between the States

Using charts, graphs, and source material, show the potential strength of the South and the North.

Prepare a report on historical spots in Missouri that became important during the Civil War.

Report to the class concerning interesting Civil War shrines which they have visited.

Draw pictures of the Monitor and the Merrimac, and compare the structure of these boats with battleships of today.

III. The Civil War created many problems.

A. Questions settled and problems created
   1. Effect on the Constitution
   2. Effect on political parties
   3. Abolition of slavery
   4. Exhaustion of the South
   5. Effect on the North

B. How the North financed the war
   1. Legal Tender Act
   2. Bonds
   3. Taxes
   4. The National Banking System

C. How the South financed the war
   1. Bonds
   2. Paper money
   3. Excises

D. Our war and post-war relations with European nations
   1. England
   2. France
   3. Russia

E. Progress toward establishing an industrial economy – 1865

Write a short paragraph after some research, commenting upon the statement that the War Between the States marked the end of an era in American history.

Compile a list of examples to show how economic factors influenced the actions of men in government before and after the war.

Imagine that you are a Northern or Southern editor. Write a newspaper editorial about your viewpoint on Northern, or on Southern methods of financing the war.

IV. The Sections are re-united under the Reconstruction.

A. Plans of reconstruction
   1. Lincoln's Plan
   2. Johnson's idea
   3. Congressional Plan (1867)

B. Problems of reconstruction
   1. Race and integration
   2. Status of the Southern states

C. Development of radical Republicanism
   1. Black Codes
   2. Johnson's unpopularity
   3. Desire to perpetuate Republican control
   4. Fourteenth Amendment
   5. Reconstruction Act

D. Effects of political and military reconstruction
   1. Carpetbag and Scalawag Rule
   2. The Solid South
   3. Fifteenth Amendment
   4. Impeachment of Johnson

Show in chart form some of the social, economic and political problems facing the freed slave.

Report to the class on why "carpet-bag" rule was resented by the South.

Compare Lee's theory of education with our theory today.

List all of the issues of the Reconstruction Period, noting how each was settled. Which solutions should be classified as achievements, and which, if any, should not?

Imagine that you were a member of Congress at this time. Submit what you consider to be a fair plan for reconstruction, after your study of the different plans of Reconstruction.

E. Achievements of the reconstruction reform government
  1. Reorganization of local government and judiciary systems
  2. A system of tax-supported schools for both races
  3. Industrialization of the South

F. Restoration of home rule in the South
  1. Amnesty Act
  2. Ku Klux Klan
  3. New generation of Southern voters
  4. Liberal Republicanism
  5. Solid South

G. The unsavory decade
  1. Tweed Gang
  2. Credit Mobilier
  3. Whisky Ring

H. The end of reconstruction
  1. Election of Hayes
  2. Hayes' new policies

V. The problems of reconstruction after the Civil War are compared with problems after World War II (1865–1950).

A. Problems concerning displaced people

B. Problems to be settled condeming conquered territory

C. Problem presented by the army of occupation

D. Problems involved in the industrial rebuilding of the Southern states

E. Problems involved in allowing a conquered people to form their own government

VI. We recognize the political and industrial growth in the South today.

A. Present location of concentrated industrial areas in the South

B. Potential of the South to further extend its industrial development

VII. Many problems of today stem from the Civil War period.

VOCABULARY

abolition
amnesty
belligerency
blockade
confiscation
conscription
freedmen
greenbacks
propaganda
reconstruction
resumption
secession

IDENTIFICATIONS

copperhead
Freedmen's bureau
Trent Affair
compensated emancipation
Union Party
"croppers"
Electoral commission
"black codes"
carpet-baggers
Abraham Lincoln
"Stonewall" Jackson
George B. McClellan

IDENTIFICATIONS (Continued)

George G. Meade
Ulysses S. Grant
Napoleon III
William T. Sherman
David G. Farragut
William H. Seward
Jefferson Davis
J.E.B. Stuart
Philip Sheridan
Andrew Johnson
J.L. Stevens
Charles Sumner
Horatio Seymour
Maximilian III
Carl Schurz
Horace Greeley
Rutherford B. Hayes
Samuel J. Tilden
William M. Tweed
Thomas Nast

CULMINATING ACTIVITIES

In chart form summarize the following conclusions and facts about the North and South in their conflicts and during the War Between the States: (a) advantages and disadvantages, (b) foreign relations, (c) campaigns and strategy on land and sea, (d) geographic influences, and (e) causes and results.

Compare the Presidential Plan of Reconstruction with that of the Congressional or Radical Plan. Account for the use of the Radical Plan and the revengeful activities, including the presence of Federal troops in the South until 1876.

Explain the importance of the Fourteenth Amendment in theory and practice.

Describe the significance of the impeachment of President Andrew Johnson and his acquittal.

Summarize the financial, international, and political events in the post-war era.

Account for the political corruption in President Grant's administration and under "Boss" Tweed in New York.

Explain how new and better governments and Southern home-rule and refo[illegible] emerged from the evils and corruption of Reconstruction.

State the demands of the following groups: (a) Western farmers in 1875, (b) Southern planters in the post-war South, (c) Liberal Republicans in 1872, (d) Radical Republicans led by Thaddeus Stevens.

Interpret several key quotations and slogans of the Civil War period.

Show a film such as, **Johnson and Reconstruction,** and the **Civil War.**

Show in chart form post-war achievements in the following: (a) political reforms, (b) industrial advances, (c) growth of the labor movement, (d) agricultural and land developments, and (e) reforms.

EVALUATIONS

Through testing evaluate pupils' understanding of the underlying and immediate causes of the War Between the States.

Determine through observation pupils' attitudes and concepts relating to the real geographic and economic factors involved in the Civil War and Reconstruction periods.

Through discussion and written work judge pupils' ability to see the real factors in the post-war developments and present day differences between the North and South.

RESOURCE MATERIALS

Bragdon and McCutchen, (text)	**A History of a Free People**	Macmillan
Muzzey, David S.,	**Our Country's History**	Ginn
Adams, S.H.,	**Incredible Era: The Life and Times of Warren Gamaliel Harding**	Houghton
Byrd, R.E.,	**Alone**	Putnam
Baruch, Bernard M.,	**Baruch: My Own Story**	Holt
Earhart, A.,	**Last Flight**	Harcourt
Faulkner, H.A.,	**Politics, Reform, and Expansion, 1865–1898**	Harper

RESOURCE MATERIALS (Continued)

Handlin, Oscar,	**Al Smith and His America**	Little, Brown
Hatch, Alden,	**Woodrow Wilson**	Holt
Hinshaw D.,	**Herbert Hoover: American Quaker**	Farrar
Holbrook, S.,	**The Age of the Moguls**	Doubleday
Hoover, Herbert,	**Memoirs (Vols. 11, 111)**	Macmillan
Landburg, G.,	**Abraham Lincoln: The Prairie Years and the War Years**	Harcourt
Lindberg, Charles,	**The Spirit of St. Louis**	Scribner
Milhollen, H.D.,		
Nye, R.B.,	**Midwestern Progressive Politics**	Michigan State University
Perkins, Frances,	**The Roosevelt I Knew**	Viking
Randall, J.G.,	**The Civil War and Reconstruction**	Heath
Reynolds, Q.T.,	**The Wright Brothers**	Random
Tarball, I.M.,	**The Nationalizing of Business, 1878–1893**	Macmillan
White, L.D.,	**The Republican Era, 1869–1901**	Macmillan
Wiley, B.I., and Milhollen, H.D.,	**They Who Fought Here**	Macmillan

PAPERBACKS

Allen, F.L.,	**The Great Pierpont Morgan**	Bantam
Buck, P.H.,	**Road to Reunion, 1865–1900**	Vintage
Burlingame, R.,	**Machines That Built America**	N A.L.
Canby, D., (ed)	**Lincoln and the Civil War**	Dell
Catton, B.,	**U.S. Grant the American Military Tradition**	Universal Library
Cochran, T.C.,	**A Short History of American Business**	Anvil
Norris, F.,	**The Octopus**	Bantam
Parkman, F.,	**The Oregon Trail**	N.A.L.
Pratt, F.,	**A Short History of the Civil War**	
Sandburg, C.,	**The Fiery Trail**	Dell
Sell, H.B., and Weybright	**Buffalo Bill and the Wild West**	N.A.L.
Shannon, F.,	**American Farmers' Movements**	Anvil
Twain, Mark,	**Life on the Mississippi**	Bantam
Vestal, S.,	**The Old Santa Fe Trail**	Bantam
Washington, Booker T.,	**Up From Slavery**	Bantam
Webb, W.P.,	**The Great West Plains**	Universal Library
Woodward, C.V.,	**Reunion and Reaction**	Anchor
Woodward, W.E.,	**Meet General Grant**	Premier

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures

00–350	**Civil War**	(14 min.)
0X– 89	**Emancipation Proclamation**	(27 min.)
0X– 51	**Johnson and Reconstruction**	(33 min.)
00– 75	**New South**	(17 min.)

PROFESSIONAL AIDS

Adams,	**Album of American History, Vol. 3**	
Angle, Paul,	**The Lincoln Reader** **Rivers of America Series**	Rutgers University Press
Pease, T.C., and Roberts, A.S.,	**Selected Readings in American History**	Harcourt, Nos. 134–95

AMERICAN HISTORY – General course (Required) one year

Unit Six: The Re-United Nation Enters the Industrial Age; (1877–1897).

Suggested Time – Four Weeks

OVERVIEW

This unit covers the period in America's development from 1877 to 1897. Problems faced included railroad strikes, the silver question, and civil service reform. Foreign affairs were dealt with vigorously and settled by peaceful means. Legislative and executive action was taken to settle labor disputes, revise the tariff, modify the silver question, reform the Civil Service, and regulate commerce.

Many significant inventions and cultural advances occurred during this period. The rise of the West brought agricultural problems, and led to the creation of the Populist party and other agricultural groups which demanded government assistance to meet their distress. Problems of labor, foreign affairs, money, and the tariff were faced and dealt with to some extent through new legislation and presidential leadership.

SPECIFIC OBJECTIVES

To develop in pupils an awareness of our early agricultural, industrial, labor, international, and money problems

To make students aware of the fact that many of our problems have been; and are resolved through governmental action to meet the demands of the time

OUTLINE OF CONTENT

I. Many forces bring about rapid expansion and changes in the United States from 1877–1896.
  A. Forces leading to the agricultural expansion
    1. Before the Civil War
      a. Agricultural and commercial conditions
      b. Lack of skilled workers
      c. Lack of capital
      d. Limited progress
        (1) Slater's cotton mill
        (2) McCormick reaper
        (3) Department of Agriculture
    2. After the Civil War
      a. Need for increased production
      b. Extension of transportation and communication
      c. Improved farming and farm implements
      d. Extension of government aid
        (1) Homestead Act
        (2) Indian policy
        (3) Immigration laws

  B. Forces leading to industrial expansion
    1. Factors causing industrialization
      a. Effects of war
      b. Abundant resources
      c. Use of iron and steel
      d. Laissez-faire policy
      e. Formation of monopolies, trusts, and corporations
    2. Benefits and problems of industrialization
      a. Benefits
        (1) Better living standards
        (2) Employment and prosperity
        (3) Effect of machinery upon burden of worker
        (4) New concept concerning world trade
        (5) Attempts begun in governmental regulations
      b. Problems
        (1) Capital-labor disputes
        (2) Population shifts to cities
        (3) Technological unemployment
        (4) Depressions

LEARNING EXPERIENCE AND ACTIVITIES

See text.

Form a team of four students and have each member read one of the following: Hamlin Garland, **Son of the Middle Border;** O.E. Rolvaag, **Giants In The Earth;** Edna Ferber, **Cimarron;** Willa Cather, **My Antonia.** On the basis of these books discuss life on the Great Plains.

Assign members of the class further research on James J. Hill and Cornelius Vanderbuilt. Have them lead a discussion of contributions of these two men.

Prepare an exhibit of equipment used by the cattlemen and the pioneer farmers. What was the significance of each item?

On a political-physical outline map of the Trans-Mississippi West show the physical features which hindered the farmers.

On a Trans-Mississippi-West Map locate the transportation route used to market the products of each area.

Locate the areas in which cattlemen, farmers, railroad men, and miners could expect to encounter Indian trouble.

Stimulate research on transcontinental railroads by having a class member report on the most interesting true episode he has read on the early railroad building.

- (5) Lack of governmental regulation
  - (a) Monopolies
  - (b) Price-fixing
  - (c) Low wages

- C. Forces leading to organization and expansion of labor
  - 1. Labor organizations
    - a. Needed reforms
    - b. Continued abuses
  - 2. Government regulation of labor and capital

- D. Forces leading United States to expand westward
  - 1. "The West" expansion to the Pacific
    - a. Many people westward bound
    - b. Gold and silver – new impetus
  - 2. Minority groups and demands
    - a. Indians
    - b. Cattlemen
    - c. Miners
    - d. Farmers
    - e. Women
    - f. Absentee – landlords
  - 3. Minority groups and Populist Party
    - a. Members
    - b. Platform
    - c. Importance of party
      - (1) Lost election, gained seats in Congress
      - (2) Most reforms adopted
      - (3) Strength of popular vote
      - (4) Shows how democracy works
      - (5) Evidence of democracy in protection of minority

- II. Rapid expansion and changes affect the political scene from 1877–1896.
  - A. Factors that kept the Republican Party in office from 1860 to 1912, except for Cleveland's two terms
    - 1. Hayes and liberal Republicanism, 1877–1881
      - a. Withdrawal of troops
      - b. Reforms of civil service
      - c. Tariff revisions
      - d. Regulation of Chinese immigration
      - e. Use of troops in strikes
      - f. Bland-Allison Silver Act
    - 2. Garfield's death and Arthur's presidency
      - a. Pendleton Act
      - b. "Mugwump" reforms
      - c. Blaine as Secretary of State
      - d. "Pork barrel" legislation
      - e. Policy toward surplus in treasury
  - B. How the Democrats broke the Republican control, 1885–1889
    - 1. Mugwump-Blaine quarrel
    - 2. "Public office a public trust"
    - 3. Cleveland's reforms
      - a. Opposition to pension bill
      - b. Use of troops in strike areas
      - c. Recommendation for labor boards
      - d. Tariff revision
      - e. Interstate Commerce Act
      - f. Other acts: Dawes Act, Electoral Count Act, and Succession Act

Investigate the specific economic factors behind the founding and growth of your city. Make a graph of its population growth since 1860 and, if possible, indicate what was responsible for each major increase or decrease in growth.

Solve this knotty problem: Rockefeller had an agreement with the railroads by which the Standard Oil Company received rebates and drawbacks. What was wrong with these agreements? Why did the railroads grant Rockefeller such terms?

In a panel discussion, compare Powderly, Debs, and Gompers as labor leaders.

In the light of popular votes in the presidential elections, 1872 to 1892, discuss pro and con the wisdom of having the electoral college.

In a panel discussion make a comparative evaluation of the contributions to American life made by (a) Charles W. Eliot, (b) Johns Hopkins, (c) Cornelius Vanderbilt, (d) Mark Hanna, (e) Henry George, and (f) Samuel Gompers.

In 1890 the Bureau of Census announced that it was no longer possible to draw a line on the map showing the frontier. What effect did this have upon rugged individualism? What change in American foreign policy was it likely to make?

List all of the steps taken by the United States from 1865 to 1900 leading to our becoming a world power.

Solve this knotty problem by a factual solution: How did Harrison win the election of 1888 with a minority of the popular votes?

C. Control returned to Republicans by Benjamin Harrison, 1889–1893
  1. Electoral vote to Harrison: popular vote to Cleveland
  2. Domestic affairs
     - a. Tariff revision
     - b. Reversal of Cleveland's work
     - c. "Czar" Reed's rules
     - d. Sherman Anti-Trust law
     - e. McKinley tariff
     - f. "Billion Dollar Country"
     - g. Populist revolt and demands
  3. Foreign affairs
     - a. Bering Sea
     - b. Samoan Affair
     - c. Quarrels with Italy and Chile

D. Problems and changes evident in the second administration of Cleveland, 1893–1897
  1. Populist influence in West
  2. Cleveland's domestic problems
     - a. Treasury difficulties
     - b. Repeal of Sherman Silver Act
     - c. Defeat of tariff reform
     - d. Income tax defeated
     - e. Panic of 1893
     - f. Pullman strike
     - g. Morgan bond deal
  3. Cleveland's foreign troubles
     - a. Hawaiian revolt
     - b. Venezuela boundary dispute
  4. Cleveland's unpopularity
     - a. Defeat of tariff
     - b. Repeal of Silver Act
     - c. Panic of 1893
     - d. Use of troops and injunction
     - e. Purchase of gold

E. The significance of the election of 1896
  1. Settlement of gold vs. silver issue
  2. Democracy and the Union
  3. Victory for imperialism and the billion dollar policies
  4. Populists continue demands
     - a. Free coinage
     - b. Increase in popular control of government
     - c. Other political reforms

VOCABULARY

bimetalism
bond
capital
cattlemen
copyright
frontier
homesteaders
indemnity
injunction
lobby
minerals
patronage
rebate
reciprocity
refinery
socialism
squatter
stock

IDENTIFICATIONS

"the long drive"
trade union
"Mugwumps"
high seas
National bank notes
Omaha platform
the open range
Grangers
"Stalwarts"
"watered stock"

Using local color, write an imaginative description of your attendance at the Democratic Convention when Bryan delivered his "Cross of Gold" speech.

Draw cartoons which show the political issues facing the American people during the political campaigns from 1876 to 1894.

Compare the budget of the first "billion dollar" congress with that of our present national budget. How has the apportionment of money changed?

Prepare a map to show which sections of the country supported the following: low tariff, high tariff, gold standard, and cheap money.

Many of the demands of the Omaha platform were later put into effect. Make a chart to show this, listing in one column the major demands and in another column their enactment and dates.

Draw a cartoon depicting the panic of 1893.

Review the various ways that the Sherman Anti-Trust Act applies to present-day problems of industry and labor.

On a line graph show what happened to the gold reserve from 1893 to 1896.

IDENTIFICATIONS (Continued)

Populists
gold reserve
silver certificates
women's rights
free coinage
reservation
"grandfathers' clause"
income tax
James G. Blaine
Grover Cleveland
William H. Harrison
"Czar" Reed
James B. Weaver
Cyrus Field
John D. Rockefeller
Samuel Gompers
Karl Marx
Eugene V. Debs
Susan B. Anthony
Edward M. Stanton
Cyrus McCormick
Rutherford B. Hayes
James Garfield
Chester K. Arthur
J.P. Morgan
Wm. Jennings Bryan
Richard Olney
Mark Hanna
William B. McKinley

CULMINATING ACTIVITIES

Outline the various problems faced by the United States between 1877–1899 and list the definite steps taken to resolve these problems.

Evaluate the leadership of President Hayes and President Cleveland.

Account for the many problems at this time. Compare the attitude of the government toward the Panic of 1893 with that of the government's attitude of its responsibility today.

EVALUATION

Observe through testing and discussion pupils' knowledge of the developments and problems faced by the United States, particularly in the period 1877–1899.

Evaluate through learning activities pupils' attitudes and understanding of the record in which attempts were made to reconcile or solve these complex problems.

RESOURCE MATERIALS

Bragdon and McCutchen, (text)	**History of a Free People**	Macmillan
Muzzey, David S.	**Our Country's History**	Ginn
Beard, A.E.S.,	**Our Foreign Born Citizens**	Crowell
Beard, N.R.,	**A Short History of the American Labor Movement**	Harcourt
Botkin, B.A.,	**Treasury of Western Folklore**	Crown
Chrysler, Walter P.,	**Life of an American Workman**	Dodd
Dunne, F.P.,	**Mr. Dooley At His Best**	Scribner
Epler, P.H.,	**Life of Clara Barton**	Macmillan
Faulkner, H.U.,	**The Quest for Social Justice, 1898–1914**	Macmillan
Garbedian, H.G.,	**Thomas Alva Edison**	Messner
Josephson, Mathew,	**Robber Barons**	Harcourt
Nevins, Allan,	**Grover Cleveland: A Study in Courage**	Dodd
	John D. Rockefeller	Scribner
Regli, A.C.,	**Rubber's Goodyear**	Messner
Richards, W.C.,	**The Last Billionaire: Henry Ford**	Scribner

RESOURCE MATERIALS (Continued)

Schlesinger, A.M.,	**Rise of the American City, 1878–1898**	Macmillan
Steffens, L.,	**Autobiography, 2 Volumes**	Harcourt
Tarbell, Ida,	**Nationalizing of Business**	Macmillan
Webb, W.P.,	**The Great Plains**	Ginn
Wells, Helen,	**Adam Gimbel, Pioneer Trader**	McKay
Winkler, J.K.,	**Morgan the Magnificent**	Vanguard

PAPERBACKS

Billington, R.,	**The Westward Movement in the United States**	Anvil
Burlingame, R.	**Machines That Built America**	N.A.L.
Cochran, T.C.,	**A Short History of American Business**	Anvil
Faulkner and Starr	**Labor in America**	Oxford
Handlin, O.,	**The Uprooted**	Universal Library
Heffner, R.D.,	**A Documentary History of the United States**	N.A.L.
Norris, F.,	**The Octopus**	Bantam
Osgood, E.S.,	**The Day of the Cattlemen**	Phoenix
Rossiter, C.,	**The American Presidency**	N.A.L.
Shannon, F.,	**American Farmers' Movements**	Anvil
Webb, W.P.,	**The Great Plains**	Universal Library
Wesley, Edgar B.,	**Our United States: Its History in Maps**	Denoyer-Geppert

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Picture:

00– 59 **Land of Liberty, Part III** (20 min.)

PROFESSIONAL AIDS

	Dictionary of American Biography	
Dulles, Foster R.,	**Labor in America**	Crowell
Handlin, Oscar,	**Reading in American History**	

AMERICAN HISTORY – General course (Required) one year

Unit Seven: – The United States Becomes a World Power and Undertakes Democratic Reforms. (1897–1919)

Suggested Time – Four Weeks

OVERVIEW

In Unit Seven a study is made of the development of the United States as a world power. Participation in the Spanish-American War, in the building of the Panama Canal, in disputes with Mexico and other Southern neighbors, and in World War I show that our country had abandoned its former isolation policy.

The United States acquired additional territory and increased its influence in foreign affairs. Reforms were made by regulatory legislation concerning business, railroads, strikes, commerce, food and drugs, employers' liability, and municipal government.

The so-called "Square Deal" and "New Freedom" set up reform legislation over business and industry, banking, the tariff, and trade. The United States entered World War I with the hope of ending all wars and of making the world safe for democracy. Our people became upset at the Treaty of Versailles and the revengeful spirit of its allies in the post-war settlements. President Wilson proposed the League of Nations which we never joined. The League of Nations settled some conflicts and cared for many refugees, solved many world problems of mutual benefit, but it did not prove strong enough to prevent aggression by Italy, Japan, and Germany which led again to another world war – World War II.

SPECIFIC OBJECTIVES

To develop in pupils a knowledge and understanding of the causes, the developments, and the results of the United States becoming a world power

To help pupils understand that the United States faced many problems in the period, 1898–1919, and that many measures were taken and legislative acts were passed to help solve these complex and evolving problems

OUTLINE OF CONTENT

I. Industrialization plays a major role in the development of political, economic, and social problems.

   A. Political issues in the campaign of 1896 that were symbolic of group conflicts
      1. Anti-trust theory vs. laissez-faire government
      2. Free silver vs. gold (Wall Street)
      3. "Crusade" campaign by reform groups
      4. Farm and labor vs. business
      5. Tariff issue a symbol of privileged group
      6. Liberals vs. Conservatives

   B. Inevitable conflict in interests a result of big business expansion
      1. Effects of machine age on factory system
      2. Effect of increased immigration upon labor
      3. Effect of consolidation of business upon competition
      4. Effect of continued protection of industry
      5. Effect of urbanization upon agriculture
      6. Effect widening economic interests upon foreign policy
      7. Effect of expansion of economic interests upon journalism

   C. Influence of industrial workers on demands for social, economic, and political reforms
      1. Agitation against immigration and cheap labor
      2. Demands for better working conditions
      3. Demands for increase in pay
      4. Protestation against special privileged groups
      5. Demands for social legislation
      6. Demands for more direct participation in government
      7. Strengthening of labor unions

LEARNING EXPERIENCES AND ACTIVITIES

See text.

By graphing trace the changes made in the tariff through this period, 1897–1919.

Read the present law dealing with immigration; obtain a set of naturalization papers for study.

Make a chart showing the rise and fall of immigration from 1896–1920; account for these facts.

Follow this research with a forum discussion on the relative merits of restricting immigration.

Choose one of the following leaders and tell briefly what contributions to American life he or she made: Lucy Stone, Anna Howard Shaw, Horace Mann, and Booker T. Washington.

Arrange events in the history of the growth of big business in their proper order, and make a time line giving the dates of these events. Then choose one and present a brief oral report to the class.

Carry on an imaginary correspondence with a rich industrialist in the East defending your party's (populist) goals. (Why don't the city industrial workers and slum inhabitants support the program?)

II. World politics become a vital issue in our changing foreign policy.

- A. Influence of economic changes
  - 1. Factories' need for raw materials
  - 2. Production's need for new areas for markets
  - 3. Capital's need for new areas for investment
  - 4. Unparalleled expansion in our nation's development
    - a. Territory: westward expansion and outlying territory
    - b. Population: immigration
    - c. Agriculture: new western farm belt
    - d. Manufacturing: increasing surplus
- B. Role of imperialism
  - 1. Isolation impossible and impractical
  - 2. Competition with European colonial empires for world trade
  - 3. Growing concern over interest of Europe in Latin America
    - a. Extension of Monroe Doctrine
    - b. Development of Pan Americanism
  - 4. Establishment of "Open Door" policy in East
  - 5. Growing realization of need for canal through isthmus

Prepare a chart giving population and principal industries of our ten largest cities. What conclusion can you draw on the effect of urbanization on agriculture?

Draw a cartoon to illustrate the possible attitude of Latin America toward the Monroe Doctrine in the early 1900's.

Prepare slogans, speeches, cartoons favoring and opposing the changes in America's foreign policy.

On an outline map of the Far East, show the spheres of influence of Japan and of the major European powers in China at the time of the first "Open Door" note. On the back of the map draw a cartoon expressing your opinion of the "Open Door policy."

As an imaginary worker on the construction of the Panama Canal write a letter to a friend describing the problems your group faces, Write a second letter describing a visit to the canal fifty years later.

III. Overseas expansion poses new implications..

- A. Underlying causes of Spanish-American War
  - 1. Idealism and a well-established interest in Cuban people
  - 2. Propaganda sponsored by Cuban Junta in New York
  - 3. Imperialism of powerful business interests
  - 4. Sensationalism of "new" at any price
  - 5. Showing resentment against Spain
- B. Immediate causes of the Spanish-American War
  - 1. Development of America as a world power
  - 2. Acquisition of territory
  - 3. Resulting problems of education, roads, health, etc.
  - 4. Sinking of the Maine
  - 5. Promised reforms unfulfilled
- C. Results of the Spanish-American War
  - 1. Development of America as a world power
  - 2. Acquisition of territory
  - 3. Resulting problems of education, roads, health, etc.
  - 4. Improvements of governments and general conditions
  - 5. Problems of trade, foreign policy, international relations, and control

Construct an outline, a diagram, or a chart to show the present economic and political relations between the United States and the following: Puerto Rico, Dominican Republic, Haiti, Nicaragua, Panama, and the Philippines.

Appoint a committee to report on the "Sinking of the Maine" another committee to report on "other causes" of the Spanish-American War. Let the class argue the justification of the declaration of war against Spain.

Explain to the class the distinctions between (a) colony, (b) protectorate, (c) sphere of influence, (d) mandate, and (e) trusteeship, using historical examples.

Discuss the solution reached on the question: Did the Constitution follow the flag? Debate the question as to whether the right decision was reached.

IV. The progressive era introduces reform in all political, social, and economic life.

- A. Symptoms of psychological changes which made possible a new era
  - 1. Marked change in architecture
  - 2. Increased use of electricity
  - 3. Influence of mechanical inventions on way of life
  - 4. Growing interest in field of letters
  - 5. Acceptance of reform policies in all party platforms

Imagine that you were associated with a citizen of your state who was the leader of a movement to secure economic, social, or political reforms in the period 1898–1920. Describe your failures or success in working for these reforms in the light of the historical record.

B. Political, economic and social forces contribute to a series of domestic reforms.
   1. Political reforms
      a. Municipal reforms
      b. Australian ballot
      c. Direct primaries
      d. Limitation of campaign expenditures
      e. Initiative, referendum, and recall
      f. Popular election of senators, Amendment XVII
      g. Woman Suffrage, Amendment XIX
   2. Social reforms
      a. Federal and state legislation
      b. Amendment XIX
      c. Acceptance of labor demands
   3. Economic reforms
      a. Trust cases – better curbs
      b. Newland's Reclamation Act, 1902
      c. Creation of Commerce and Labor Department 1903
      d. Hepburn Act strengthens curbs on business.
      e. Conservation movement
      f. Reform in tariff: Underwood-Simmons, 1913
      g. Federal Reserve Act, 1913
      h. Creation of Federal Trade Commission, 1914

V. Our country strengthens its position in world peace movements and foreign affairs.
   A. Efforts toward world peace between 1898–1914
      1. Settlement of disputes by arbitration
      2. Attendance at Hague Conference 1899, 1907
      3. Acceptance of doctrines approved by conferences
      4. Endowment funds for peace
      5. Donations for Hague Court Buildings
      6. Work of Theodore Roosevelt, Russian-Japanese War
      7. Participation in Algeciras Conference, 1906
      8. Others
   B. Isolation decreased because of our expanding economy.
      1. Conflicting interests
         a. Nationalism of nations
         b. Imperialism predominant in foreign policies
         c. Militarism among all nations
      2. Difficulty of remaining neutral
         a. Violation of freedom of seas
         b. Growing contraband lists
         c. Use of submarines
         d. Disregard for pacts and promises
      3. Changing public opinion
         a. Effective Allied propaganda
         b. Growing belief in Allied cause
         c. Idealism: peace to save democracy
         d. Withdrawal of Russia
         e. Changing German policy
   C. Contributions made by the United States toward winning the war
      1. Immediate and complete mobilization of resources
         a. Navy and army
         b. Industrial facilities

Prepare in class a list of gains or contributions made by the United States in winning the war.

Have a committee prepare a carefully drawn report on the organization of the League of Nations. (Purpose, structure, and reasons for its failure)

Have a committee explore the costs of World War I. What were the gains, if any, for world peoples?

        c. Labor: farm and factory
        d. Supplies: food, ships, etc.
    2. Financial resources
    3. Responsibility for transportation
    4. Naval operations
        a. Laying of mines
        b. Defense against submarines
        c. Convoy system and bridge of ships
    5. American troops at the front
        a. Moral support
        b. Major campaigns
        c. Modern types of warfare
    6. Wilson's Fourteen Points, and the Versailles Treaty

D. Results of the Treaty of Versailles
    1. Opportunity for international cooperation
    2. Failure to apply democratic principles in working out a peace treaty
    3. Failure to accept the treaty and to join the League of Nations

E. Evidence that Wilson's Fourteen Points were not in vain

VOCABULARY

arbitration
conservation
corollary
guerrilla
imperialist
insular
internment
merger
sour dough

IDENTIFICATIONS

coaling station
civil government
gold standard
employers' liability
literature of exposure
good neighbor
"the open door"
sphere of influence
Northern Securities Company
social legislation
sensational journals
rate-fixing
Nobel prize
"gentlemen's agreement"
George Dewey
John Hay
Admiral Pascual Cervera
Rear Admiral Wm. T. Sampson
Major General W.R. Shaffer
Leonard Wood
"Teddy" Roosevelt
Commodore Schley
Emilio Aguinaldo
Walter Reed
William H. Taft
Andrew Carnegie
Elihu Root
Ferdinand De Lesseps
Bunau-Varilla
George W. Goethals
William K. Gorgas
Gifford Pinchot
Robert W. La Follette
Richard A. Ballinger
James M. Cox
Woodrow Wilson
"Champ" Clark
Louis House

IDENTIFICATIONS (Continued)

Carter Glass
Porfirio Diaz
Francisco Madero
Victoriano Huerta
Venustiano Carranza
Charles Evans Hughes
John J. Pershing
Herbert Hoover
Bernerd Baruch
Warren G. Harding
Calvin Coolidge

CULMINATING ACTIVITIES

Show in chart form the acquisition of the United States' possessions, including dates, method of acquiring, annexation, purchase, conquest, and respective treaties or agreements. Refer to a world map and point out possessions and territory.

Develop in chart or outline form the causes and results of the Spanish-American War and World War II. Indicate on a world map our engagements and developments. Account for our great achievements on the home front and on the war front in World War I.

Develop in chart form the various legislative reforms of a regulatory nature over business and industry, trade, banking, working conditions, and the tariff.

EVALUATION

Evaluate through testing and written work pupils' ability to see specifically that the United States faced domestic and foreign problems and made some progress toward their solution.

Determine through discussion, pupils' attitudes and understanding of the democratic process demonstrated in the evolution of legislation regulating business, labor, trade, banking, the tariff, and foreign affairs.

Observe through learning activities and current event discussion pupils' awareness of our progress in development as a world power and of our provisions for regulation in our industrial society to protect the individual welfare of the citizens.

RESOURCE MATERIALS

Bragdon and McCutchen (text),	**History of a Free People**	Macmillan
Adams, Jane,	**Twenty Years at Hull House**	Macmillan
Allen, F.L.,	**The Big Change, Only Yesterday**	Harper
	Chronicles of American Series	Yale University Press
Angle, P.M.,	**The American Reader**	Rand McNally
Bailey, T.A.,	**A Diplomatic History of the American People**	Appleton-Century
Bowen, C.D.,	**Yankee from Olympus: Justice Holmes and His Family**	Little, Brown
Commager, H.S.,	**Documents of American History**	Appleton-Century
Dodd, W.E.,	**Woodrow Wilson and His Work**	Smith, Peter
Faulkner, H.U.,	**American Economic History**	Harper
Garraty, J.A.,	**Henry Cabot Lodge: A Biography**	Knopf
Gompers, Samuel,	**Seventy Years of Life and Labor: An Autobiography**	Dutton
Knox, D.W.,	**A History of the United States**	Putnam
Link, A.S.,	**Woodrow Wilson and the Progressive Era, 1900–1917**	Harper
Morison and Commager,	**Growth of the American Republic**	Oxford University
Muzzey, David S.,	**Our Country's History**	Ginn
Nevins, A.,	**The Emergence of Modern America**	Macmillan
Noble, Iris,	**Joseph Pultizer: Front Page Pioneer**	Messner
Perkins, D.,	**Charles Evans Hughes and American Democratic Statesmanship**	Little, Brown
Pringle, H.F.,	**The Life and Times of William Howard Taft**	Rinehart
	Theodore Roosevelt	Harcourt, Brace

RESOURCE MATERIALS (Continued)

Riis, Jacob, A.,	How the Other Half Lives: Studies Among the Tenements of New York	Sagamore
Shoppin, K.B.,	This Union Cause: The Growth of Organized Labor in America	Harper
Sinclair, Upton,	The Jungle	Harper
Steffeus, Lincoln,	The Shame of the Cities	Sagamore
Vaughn, J.B.,	The Land and People of the Philippines	Lippincott

PAPERBACKS

Bowen,	Yankee from Olympus (Abridged)	Bantam
Farmer, F.,	Wilson Reader	Oceana
Kennan,	American Diplomacy	N.A.L.
Leuchtenburgs, W.E.,	Perils of Prosperity 1914–1932	Chicago University Press
Norris, F.,	The Pit	Evergreen
Pringle,	Theodore Roosevelt	Harvest
Snyder, L.L.,	Historic Documents of World War I	Anvil
Wesley, Edgar B.,	Our United States: its History in Maps	Denoyer-Geppert

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–657	Labor Movements: Beginning and Growth	(15 min.)
00–158	Production: Key To Plenty	(21 min.)
0X–122	Wilson, Woodrow	(27 min.)
00–161	War Came To America, Part I	(21 min.)
00– 21	Causes and Immediate Effects of First World War	(23 min.)

PROFESSIONAL AIDS

Heilbroner, R.L.,	The Worldly Philosophers: The Lives, Times and Ideas of the Great Economic Thinkers	Simon Schuster
	Information Please Almanac World Almanac	
Morris, R.B.,	Encyclopedia of American History	
	Statistical Abstract of the United States	

AMERICAN HISTORY – General course (Required) one year

Unit Eight: The United States Seeks Solutions to Problems of Industrialization. (1919–1940)

Suggested Time – Four Weeks

OVERVIEW

After World War I, there was a return to "normalcy" in which there was less legislation and regulation. With the exception of disarmament conferences, isolation was practiced again. Corruption in high places occurred and reforms were again instituted. A period of prosperity marked the "Golden Twenties" and spending and credit reached a new high.

With unrestricted and unregulated practices, the financial and economic "bubble" burst, and the depression of 1929 resulted with all of its disastrous applications. There tended to be social demoralization in the twenties. Poor law enforcement, corruption, crime, unemployment, extravagance, and crisis in banking and money were some of the problems of this period. The plight of the farmer and relief for the unemployed were major concerns; however, the worker received little attention before the thirties.

A number of new laws were passed under the "New Deal" in the thirties to speed recovery, reform, and relief. The "Good Neighbor Policy" was established in our relations with Latin America. Our relations with Japan worsened because of Japan's refusal to refrain from aggression. President Roosevelt pled with the dictators in Italy and Germany to stop their aggressions. New approaches to neutrality were made by our government. The so-called "cash and carry" clause of the Third Neutrality Act was quite an innovation in our foreign policy. The United States stood by its policy of neutrality in the face of the aggressions of Japan, Italy, and Germany at the beginning of World War II in 1939.

SPECIFIC OBJECTIVES

To help pupils develop a knowledge of problems and developments in the United States of the 1920's, 1930's and the 1940's

To help pupils understand that the democratic process involves changes and steady improvements in both domestic and foreign policies

OUTLINE OF CONTENT

I. New problems and accomplishments occur in the twenties.
   - A. Life in the "Jazz Age"
   - B. The return to normalcy
     1. Reasons for the trend
     2. Measures aimed at a return to "normalcy"
     3. The immigration problem
     4. Scandals of the Harding administration
   - C. Prosperity under Coolidge
     1. Business prosperity
     2. The farm problem
     3. Other weak spots in the economy
   - D. Changes in Latin American policy
   - E. Attempts to keep the peace
     1. Washington Naval Conference
     2. Briand-Kellogg Peace Pact
     3. London Naval Conference
     4. World Court
   - F. Issues and problems facing the Hoover administration
     1. Farm problem
     2. Tariff problem
     3. The crime problem
     4. The stock market crash

II. Our nation struggles with an economic depression.
   - A. Causes of the depression
   - B Attempts of the Hoover administration to check the depression

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Develop a class prepared program for a school assembly called the "Jazz Age Revue." Include (1) pantomiming a record, (2) styles, (3) skits, (4) movies, (5) all time sport greats, and (6) 1920 automobiles.

Draw cartoons showing (a) styles of the twenties, (b) Teapot Dome Scandal, (c) issues of elections of 1920, 1924, 1928, (d) the prosperity of the twenties, and (e) the plight of the farmers.

Compare the period of graft and corruption which followed World War I to the period which followed the Civil War.

On a World Map show:
(a) Nations which attended the Washington Naval Conference
(b) Nations which the United States did not recognize
(c) Nations whose integrity was guaranteed
(d) Nations which were members of the World Court.

Discuss Hoover's recommended solutions to the following pressing problems facing his administration:
(a) farm problem, (b) tariff problem, (c) crime problem, (d) stock market crash problems.

In view of the great hardships and suffering during 1929–1933, why was there so little violence? Ask each class member to get parents' or grandparents' reaction to this question.

III. The Roosevelt administration attempts to solve the problems of the depression.
- A. Attempts to restore confidence
- B. Financing the New Deal
- C. Farm relief and recovery
- D. Industrial recovery
- E. Labor and the New Deal
- F. Opposition to the New Deal
- G. Lasting effects of the New Deal
- H. Evaluation of the New Deal

IV. Franklin Roosevelt re-interprets our foreign relations policies.
- A. The "good neighbor" policy
- B. Reciprocal trade agreements
- C. Maintenance of the policy of isolationism
- D. Mounting world tensions

V. We change our policy of American neutrality.
- A. Preparation for war
- B. American reaction to the war

VOCABULARY

balanced budget
bonus
budget
bull market
bureau
"chiselers"
closed shop
debenture
debunking
embargo
expropriation
foreclosure
legal tender
mandatory
moratorium
mortgage
normalcy
planned economy
processing
profiteering
quota
surtax
utilities

IDENTIFICATIONS

economic reconstruction
capacity to pay
capital ships
"spotty prosperity"
"lame ducks"
"Grundy tariff"
outlaw strike
the "Soviet Ark"
"adjusted compensation"
"farm bloc"
brokers' loan
farmers' co-operatives
extraordinary budget
Anti-Saloon League
the "Ohio gang"
"Naval holiday"
oil reserves
deflation
"equalization fee"

Ask your parents and grandparents what they remember about the following:
(a) The prohibition era
(b) The stock-market crash
(c) The Great Depression.
(Share these first-hand experiences with the class.)

Having studied the New Deal program, what do you think were its greatest strengths and its greatest weaknesses? Make two parallel lists including specific examples to support your conclusions.

From 1914 to 1941 the American people went through a cycle of war, prosperity, and depression. Using at least five dates to build upon, trace the major political, social, and economic events of the cycle.

Select a student whose parent is a member of either the C.I.O. or the A.F.L. and have him report on the position of Labor during the New Deal.

Have a committee investigate and explain fully to the class the workings of reciprocal trade agreements. How were they related to the "Good Neighbor" policy? Discuss the advantages and disadvantages.

List and make a time line of events preceding our entrance into World War II which are indicators of possible breakdown of American neutrality.

IDENTIFICATIONS (Continued)

escalator clause
managed currency
industrial codes
undistributed profits tax
most favored nation
Pan-Americanism
"cash and carry"
subsistence homesteads
Henry Stimson
Harold Ickes
Calvin Coolidge
Sidney Hillman
'Al' Smith
John W. Davis
Bernard Baruch
Robert LaFollette
Father Coughlin
Charles Lindberg
Elihu Root
Henry Wallace
Jim Farley
Dwight Morrow
Herbert Hoover
John L. Lewis
Franklin D. Roosevelt
F.E. Townsend
Andrew Mellon
William Dawes

CULMINATING ACTIVITIES

State the specific domestic and international problems that the United States faced in the twenties and the thirties. Give facts to show the seriousness of these problems.

In chart form show in detail, the legislation and agencies set up to give help to industry, labor, the farmer, problems of housing, old age, retirement, flood control, irrigation, electric power, and banking.

Compare the philosophy and legislation of the period of "Normalcy" with the "New Deal."

Compare World War I with World War II as to: (a) causes, (b) conduct of the war, (c) costs, and (d) results.

Compare the League of Nations with the United Nations as to: (a) organization, (b) function, (c) powers, and (d) achievements.

EVALUATION

Determine through testing and written work pupils' ability to draw comparisons between "Normalcy" and "New Deal," World Wars I and II, the League of Nations and the United Nations.

Observe discussions and evaluate pupils' skills and understandings in appreciating the contributions of our leaders and government toward settlement of domestic and foreign problems of the thirties and forties.

Check pupils' knowledge of vocabulary and identifications included in this unit by means of objective testing.

RESOURCE MATERIALS

Bragdon and McCutchen (text),	**History of a Free People**	Macmillan
Bocca, Geoffrey,	**The Adventurous Life of Winston Churchill**	Messner
Carr, A.H.Z.,	**Men of Power: A Book of Dictators**	Viking
Daniels, Jonathan,	**Man of Independence** (About Harry S. Truman)	Lippincott
Eaton, J.,	**The Story of Eleanor Roosevelt**	Morrow
Ewen, David,	**The Story of George Gershwin;** **The Story of Irving Berlin**	Holt
Falls, C.,	**The Great War**	Putnam
Graham, S., and Lipscomb, G.D.,	**Dr. George Washington Carver, Scientist**	Messner
Gunther, John,	**Inside U.S.A.**	Harper
	Roosevelt in Retrospect	Harper

RESOURCE MATERIALS (Continued)

Hafstadler, R.,	**The Age of Reform from Bryan to Franklin D. Roosevelt**	Knopf
Hatch, Alden,	**General Ike**	Holt
Hoover, Herbert,	**Memoirs, Vol. II**	Macmillan
Kugelmass, J.A.,	**Ralph J. Bunche, Fighter for Peace**	Messner
Leighton, I,	**The Aspirin Age**	Simon and Schuster
Lindbergh, Charles,	**We**	Putnam
Miller, M.,	**Joe Louis: American**	Wynn
Mitchell, B.,	**Depression Decade**	Rinehart
Muzzey, David S.,	**Our Country's History**	Ginn
Nevins, Allen,	**The United States in a Chaotic World: A Chronicle of International Affairs, 1918–1933**	Yale Univ. Press
Nicolay, H.,	**MacArthur of Bataan**	Appleton-Century-Crofts
Schlesinger, A.M., Jr.,	**The Coming of the New Deal**	Houghton
Slosson, P.W.,	**The Great Crusade and After, 1914–1928**	Macmillan
Soule, George,	**Prosperity Decade; 1917–1929**	Rinehart
Sullivan, M.,	**Our Times, 6 Volumes**	Scribners
Young, D.,	**Rommel, The Desert Fox**	Harper
	Pageant of America Series	Yale University Press

PAPERBACKS

Allen, F.L.,	**Only Yesterday**	Bantam
Hafstadler, R.,	**The American Political Tradition and the Men Who Made It**	Vintage
Holmes, W.,	**The Isms and You**	Civic Education Center, Tufts University
Perkins, D.,	**The New Age of Franklin Roosevelt, 1932–1945**	Chicago Univ. Press
Pruden, D.,	**Democracy, Capitalism and their Competitors**	Oxford Book
Rauch, B.,	**Roosevelt Reader: Selected Speeches, Messages, Press Conferences and Letters**	Rinehart
Shannon, D.A.,	**Great Depression**	Spectrum
Wesley, Edgar B.,	**Our United States: Its History in Maps**	Denoyer-Geppert

AUDIO-VISUAL MATERIALS

Motion Pictures:

00– 59	**Land of Liberty, Part IV**	(20 min.)
0X–72, 0X– 73	**Golden Twenties, I, II**	(34 min. each)
0X– 90	**Rise and Fall of Adolph Hitler**	(27 min.)

PROFESSIONAL AIDS

Bears, C and M.,	**America in Mid-passage** 2 Volumes	Macmillan
Morris,	**Encyclopedia of American History**	
Paullin,	**Atlas of Historical Geography of the United States**	

AMERICAN HISTORY – General course (Required) one year

Unit Nine: – The United States Fights Aggression Abroad and Seeks World Peace in the Atomic Age (1940–1960).

Suggested Time – Six Weeks

OVERVIEW

In this unit the part played by the United States in World War II is developed. Total war enlisted again everyone either on the home front or on the war front. Our achievements and production were amazing in the light of former unpreparedness, appeasement, and reluctance for war.

Several war conferences were held in various parts of the world to plan strategy and campaigns. Our elections and democratic government continued in large part as usual. While the first year of the war was one setback after another for us, we and our allies finally brought about the surrender of the Axis powers in 1945.

The United Nations was organized and its charter was signed and approved in San Francisco in 1945. Russia started from the beginning to obstruct the machinery for peace. President Truman faced many staggering problems at the death of President Roosevelt. The "Fair Deal" undertook several legislative reforms for labor, social security, housing, rural electrification, reclamation projects, and farm relief. President Truman appointed ex-president Hoover to head a commission on executive reorganization. There was action taken against communists who had infiltrated our government. The Smith Act against conspiracy to teach the violent overthrow of our government and the McCarran Internal Security Act requiring communist organizations to register were passed.

President Truman's foreign policy included the Truman Doctrine, the Marshall Plan, the Berlin Airlift, the Atlantic Charter, and the Korean War. Pacific security pacts were also signed.

President Eisenhower tended to follow a middle-of-the road policy in mid-century. There was an increase in business in government and a lessening of government in business. Some problems included the offshore-oil controversy, labor developments, the farm question, health, civil rights, integration, and human welfare. The Korean armistice was reached and the St. Lawrence Seaway was completed. The Soviet threat and many social problems began to plague us. The United States of mid-century advanced to a higher standard of living than ever; the middle class received an ever-increasing share of the national income.

SPECIFIC OBJECTIVES

To help pupils develop a knowledge of recent American history

To help pupils understand and appreciate the specific developments under Presidents Roosevelt, Truman, and Eisenhower

To assist pupils to develop skill in recognizing mid-century happenings as influenced by past developments

OUTLINE OF CONTENT

I. We examine the causes of World War II.

- A. Fundamental causes
  1. Japanese aggression in the Far East
  2. Fascist-Nazi aggression in Africa and Europe
  3. Fruits of appeasement
- B. Underlying causes of the United States' entry into World War II
  1. Economic interests
  2. Propaganda
  3. Political aggression
  4. Unbridled militarism
  5. Rapid growth of nationalism
  6. International distrust
- C. Immediate causes of U.S. entry
  1. Failure of Tokyo's Peace Mission to the U.S.
  2. Attack on Pearl Harbor

II. The United States reacts to Pearl Harbor.

- A. Relations with Latin American states improved by Pearl Harbor
- B. How the United States carried on the fight
  1. Government controls
  2. Work of the press
  3. Volunteers for services
  4. Draft
  5. Financing the war
  6. The Battle for production

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Using book and wall maps compare the areas controlled by the Axis powers and the Allies at the beginning of the war.

Assign a fundamental or underlying cause of the U.S. entry into the war for each class member to investigate and to report on. Discuss these reports and consider also the "unprovoked attack" on Pearl Harbor.

Ask three students to prepare reports to be read to the class on outstanding developments on the wartime "homefront" after Pearl Harbor. Have class members compare and contrast the reports. Raise the question for discussion, "Would the United States have remained neutral if Japan had not made the 'sneak' attack on Pearl Harbor?"

Have a discussion in class with a student chairman on the social changes brought about by the war regarding: (a) shift of population, (b) weaken-

- 7. From defense to offense
- C. Social changes brought about by the war
  - 1. Shift of population
  - 2. Weakening of sectionalism
  - 3. Changing status of the Negro

III. The United States wins World War II.

- A. The participating powers
- B. Highwater mark of Axis power
  - 1. Hitler's legions penetrate the Soviet Union
  - 2. Nazi U-boats effective against Allied shipping
  - 3. Japan march of conquest
- C. Chronological events that resulted in victory
  - 1. The United States takes the offensive.
  - 2. Invasion of North Africa
  - 3. Downfall of Mussolini and Italy
  - 4. Invasion of Western Europe
  - 5. Final squeeze on Germany
  - 6. Anglo-American air power
  - 7. Defeat and surrender of Germany
- D. Costs of the war
  - 1. Men
  - 2. Money
  - 3. Materials
  - 4. Human suffering
- E. Events leading to victory over Japan
  - 1. Island by island in the Pacific
  - 2. The land fronts in the Far East
  - 3. The atomic bombs
  - 4. Japanese unconditional surrender
- F. Methods used to formulate peace agreements
  - 1. Conferences
  - 2. Provisional governments
  - 3. Formation of the United Nations
- G. Outstanding world leaders
  - 1. In America
  - 2. In Asia
  - 3. In Europe

IV. The United Nations is organized to maintain world peace.

- A. American conclusions on collective security
  - 1. National and hemispheric defense was obsolete
  - 2. War could no longer be isolated or localized
  - 3. A collective security system necessary
- B. Structure of the United Nations
  - 1. General Assembly
  - 2. Security Council
  - 3. Economic and Social Council (ECO,SOC)
  - 4. Trusteeship Council
  - 5. International Court of Justice (World Court)
  - 6. Secretariat
- C. Purpose of the United Nations
- D. Problems of the United Nations
- E. Some of the achievements of the United Nations

ing of socialism, and (c) changing status of the Negro.

On an outline map of the world, locate the various areas of land and sea which saw fighting in World War II. Indicate by name some of the important engagements.

Write a report on the research which produced the atomic bomb. Include a list of the outstanding men who took part; emphasize the free exchange of ideas.

Point out the similarities between the League of Nations and the United Nations by constructing a chart comparing the structure and purposes of each.

List and describe the conferences and agreements which led to the United Nations beginning with the Atlantic Charter in 1941. (Post the best papers on the bulletin board.)

V. Major national and international issues and events plagued the United States after World War II.

- A. Major problems of the Truman administration
  1. Communism
  2. War with Germany
  3. Japan – use of atomic bomb
  4. Care of displaced persons
  5. Reconstruction
  6. Converting industry
  7. Inflation, unemployment, industrial disorder
  8. Housing, Health, and Public Power
  9. Defense
  10. Labor
  11. G.I. Bills
  12. Korean conflict
- B. Important developments of the Eisenhower administration
  1. "Middle of the Road" policy
  2. Off-shore oil controversy
  3. The farm problem
  4. Health, education, and welfare
  5. Integration problem
  6. St. Lawrence Seaway
  7. Korean Armistice
  8. Soviet threat
  9. Western alliances
  10. Southeast Asia
  11. Economic boom
  12. Admission of Alaska and Hawaii to statehood
  13. Relations with Cuba under Castro
  14. Civil Rights of 1960
  15. Berlin Crisis, 1958–1960
  16. Disruption of 1960 Summit Conference
  17. Security Treaty with Japan, 1960
  18. Landrum-Griffith Labor Act
  19. U–2 Plane incident
  20. Record of 86th Congress
  21. 1960 Elections
- C. Recent efforts toward world cooperation and peace

VOCABULARY

aggression
appeasement
automation
coalition
communism
containment
controls
hemisphere
integration
interventionist
isolationists
multilateral
participating
quarantine
reconstruction
refugee
reinsurance
suburbia
subversive
totalitarian
wiretapping

IDENTIFICATIONS

unconditional surrender
collective security
"creeping socialism"
"peaceful co-existence"
N.A.T.O.
Eisenhower Doctrine
Selective Service Act
Montevideo Conference
Munich Conference
Teheran Conference

Debate in class: "To what extent was Truman's 'Fair Deal' an extension of the 'New Deal'?"

Write a letter to a "dyed in-the-wool" Republican comparing the scandals of the Truman administration with those of Grant and Harding.

On a map of the world, locate (1) the nations born since 1945, such as: Indonesia, the Philippines, India, Israel, Ghana, Malaya, Sudan, etc.; (2) the Iron Curtain, that is, the boundaries of communist-controlled countries; (3) the member nations of NATO, SEATO, METO; and (4) places where democracy and communism have clashed, such as: Berlin, Iran, Korea, Indo-China, Malaya, Quemoy, Suez, and Laos.

IDENTIFICATIONS (Continued)

Patton
Nimitz
San Francisco Conference
International Economic Conference
Churchill
Attlee
Hiroshima
Hull
U.N.
I.R.O.
I.T.O.
W.H.O.
Dulles
Mitchell
Meany
Reuther
Salk
Nixon
Nasser
Adenauer
Stevenson
"off-shore oil"
"colossus of the North"
"paperback revolution"
Warsaw pact
S.E.A.T.O.
Bandung Conference
Lend-Lease Act
Buenos Aires Conference
D-Day
V-E Day
V-J Day
Potsdam
Halsey
MacArthur
Wainwright
Marshall
Eisenhower
Hammarskjold
Lie
Atlantic Charter
Truman
Rommel
Montgomery
Dumbarton Oaks
Bunche
Rhee
Black markets
parity prices
"gasopolis"
Hungarian rebellion
Truman Doctrine
Geneva Conference

CULMINATING ACTIVITIES

In chart form list the domestic and foreign affairs developments under Presidents Roosevelt, Truman, and Eisenhower.

Conduct a panel discussion on the recent foreign policy of the United States and give reaction.

Prepare and conduct an open forum discussion on the so-called "New Frontier." Relate your development to the "Fair Deal," the "New Deal," and the "Square Deal."

EVALUATIONS

Evaluate through testing and written work pupils' knowledge and understanding of World War II and the so-called "Cold War."

Determine through discussion and learning activities pupils' attitudes toward and appreciation of our democratic concept with our willingness to sacrifice and defend it in peace and war.

EVALUATIONS (Continued)

Observe pupils' skills in critical thinking on recent events in the light of cause and effect relationships of the recent past with possible future developments.

RESOURCE MATERIALS

Bragdon and McCutchen (text)	**History of a Free People**	Macmillan
Allen, F.L.,	**The Big Change: America Transforms Herself, 1900-1950**	Harper
Churchill, W., and Editors of Life,	**The Second World War**	Life Magazine
Dulles, F.R.,	**America's Rise to World Power, 1898–1954**	Harper
Goldman, E.,	**The Crucial Decade, America, 1945–1955**	Knopf
Handlin, O.,	**The American People in the Twentieth Century**	Harvard University Press
Joneway, E.,	**The Struggle For Survival**	Yale University Press
Kennan, G.F.,	**American Diplomacy, 1900–1950**	Univ. of Chicago Press
Lie, T.,	**In The Cause of Peace**	Macmillan
Muzzey, David S.,	**Our Country's History**	Ginn
Reeves, E.,	**The Anatomy of Peace**	Harper
Wolfers, A. (ed.),	**Alliance Policy in the Cold War**	John Hopkins Univ. Press

PAPERBACKS

Boyd, A.,	**Atlas of World Affairs**	Praeger
Buffum, F.H.,	**America at the Crossroads**	Cexton
Commager, H.S., et al	**Contemporary Civilization**	Scott-Foresman
Congdon, D.,	**Combat: European Theater – World War II:** **Combat: Pacific Theater – World War II**	Dell
Courlander, H.,	**Shaping Our Times: What the United Nations Is and Does**	Oceana
Devereaus, J.,	**Story of Wake Island**	Ace
Grider, G.,	**War Fish**	Pyramid
Hachiya, M.,	**Hiroshima Diary**	Avon
Hechler, K.,	**The Bridge at Remagan**	Ballantine
Howarth, D.,	**D-Day**	Pyramid
Langsam, W.C.,	**Historic Documents of World War II**	Anvil
Michener, J.,	**Tales of the South Pacific**	Pocket Books
Miles, C.W.,	**Causes of World War III**	Simon and Schuster
Murphy, A.,	**To Hell and Back**	Permabooks
Niebuhr, R.,	**World Crisis and American Responsibility**	Reflection
Packard, V.,	**The Hidden Persuaders**	Pocket Books
Roscoe, T.,	**Pigboats: The True Story of the Fighting Submarines of World War II, Tin Cans: The Fighting Destroyers of World War II**	Bantam
Soule, G.,	**The Shape of Tomorrow**	N.A.L.
Tregoskis, R.,	**Guadacanal Diary**	Popular Library
Trevor-Roper, H.S.,	**The Last Days of Hitler**	Berkley
Whyte, W.H. Jr.,	**The Organization Man**	Anchor

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–330	**Land of Liberty, V**	(20 min.)
0X–148	**Ruble War, Parts I and II**	(50 min.)
00–341	**Tower of Destiny**	(15 min.)
00–161	**War Came To America, II**	(30 min.)
0–446	**We The Peoples**	(10 min.)

PROFESSIONAL AIDS

Bartlett, R.J.,	**The Record of American Diplomacy: Documents and Readings in the History of American Foreign Relations** Ch. 34–37
Latourette, K.S.,	**The American Record in the Far East, 1945–1951**
Morris,	**Encyclopedia of American History, Readers' Guide to Periodical Literature, Information Please Almanac, The World Almanac, and Statistical Abstract of the United States**
Wesley,	**Our United States: Its History in Maps** (pp. 72–81)

AMERICAN HISTORY – General course (Required) one year

Unit Ten: – The United States Accepts Responsibilities of World Leadership in a Challenged World (1960–

Suggested Time – Two Weeks

OVERVIEW

In Unit Ten we consider the domestic and international developments of the United States as one of the two competing world powers in the years since the end of World War II in 1945.

Much of our country's attention has been devoted to various measures and attempts to strengthen and maintain the Western powers and democratic countries in their collective security and containment policy against the aggressions and propaganda devices of the Soviet Union and communists.

The nature of communism and the Russian objectives in contrast with the freedom and self-determination policy of the United States for all freedom-loving peoples everywhere should be clearly and definitely understood by pupils studying this unit.

SPECIFIC OBJECTIVES

To help pupils learn the real differences between democracy in the United States and communism in Russia as practiced in today's world

To help pupils understand and appreciate their freedoms and opportunities in the United States

To develop in pupils positive attitudes toward their own country, its leaders, and its achievements at home and in the world community in safeguarding the cause of democracy and freedom

To help pupils understand the causes and effects of recent and contemporary history on our every-day living in the United States

To inculcate in pupils democratic ideals and the democratic value system

OUTLINE OF CONTENT

I. Recent developments within the United Nations challenge our country.

   A. Africa

   B. Laos

   C. Jordon River Reclamation Project

II. The Spage Age challenges twentieth century nations.

   A. Technological advances

LEARNING EXPERIENCES AND ACTIVITIES

See text. (refer to resources and current library materials)

Have a committee secure library research materials so the members can outline the policy of the United States toward Latin America from 1920 to the present. Consider more recent developments set in motion by Castro in Cuba and the communist beachhead in Latin America.

Have a team of students explore and outline the policy developed by the United States toward the Middle East.

After careful reference research by the class, (organized as special interest groups) discuss in open class session such areas as: civil rights since 1956, statehood for new areas, space explorations, atomic weapons, and ballistic missile.

Prepare a list of the effects of the arms race with Russia on one of the following:

A. Military strength
B. Political leadership
C. Economic development and problems in the world
D. The Cold War

Prepare a chart which shows the ten most important achievements of the United Nations since its organization. Show problems or issues that are still unsolved and which greatly hinder the purposes of world peace.

In what ways has the United States tried to promote world peace and security? Which do you consider most important in recent developments?

Why has Puerto Rico been called "our Caribbean showcase"?

B. World conflicts C. Progress or destruction	What effect has the "Cold War" had on our program for internal security? Include trails of communists, security checks of public officials and government secrecy. On a map of the world, locate: Indonesia India Pakistan Israel Ghana Malaya Sudan communist controlled countries Members of NATO Members of SEATO Members of M.E.T.O. If the Cuban government had acted in 1905 as it did in 1960, what action would Theodore Roosevelt have taken? Is world opinion in 1960 a more pertinent factor than in 1905? Account for this difference? Investigate the proposed international atomic authority. Could it have prevented a race among nations for atomic power? Report to the class on the development of long-range and space missiles. It has been argued that Russian triumphs in space missiles was a triumph for the Russian educational system. Examine this argument.
III. We study the Kennedy administration and look to new frontiers. A. Ascending prestige of the United States B. The New Frontier: its policies and programs C. Accomplishments to date 1. Foreign service 2. International problems 3. Internal difficulties	Summarize the activities of the United States and our allies in organizing "the West" against communism. Make a list of the so-called strengths of communism; show how each threatens the United States. Show what steps the United States took to meet the communist challenge in the Middle East, the Berlin question, and in the Congo crisis. Discuss in class the arguments for and against the United States' participation in the "Common Market." On a map of the world show the new nations which have come about with the decline and disappearance of "Old Colonialism." How do you account for this decline?
IV. World communism challenges democracy and the "Free World." A. Life in a communist state (U.S.S.R., Red China and Satellite countries) – a historical background B. Government and party structure under communism C. The planned economy – state control D. Communist imperialism E. Charting the future course for the non-communist world in an anxious age	On a map of the world show places where Western democracy and communism have clashed: Berlin Iran Korea Indo-China Malaya Cuba Laos South East Asia Quemoy Suez Communism today presents many threats to the free world. What are our best safeguards against these threats? What is meant by "containment"? What sort of foreign policy does it require the United States to maintain? Russia has had troubles with Yugoslavia, Poland, and Hungary. What does this indicate about communist solidarity? In chart form contrast the beliefs (value judgments) and practices of everyday life in Russia under

communism with that of everyday life in the United States under democracy. (Refer to Colegrove: Democracy Versus Communism, Van Nostrand; and other source materials included in world history, world geography, and citizenship courses.)

VOCABULARY

- Algeria
- antagonist
- apprehension
- classified
- commitment
- competition
- containment
- conviction
- devotion
- imperialism
- incalculable
- infiltration
- neutralism
- oppression
- poverty
- puppet
- purge
- reciprocal
- satellite
- subversion

IDENTIFICATIONS

- European Defense Community
- NATO
- Iron Curtain
- Stalinism
- Gomulka
- Charles De Gaulle
- SCAP
- Chiang Kai-shek
- Mao Tse-tung
- Korean War
- SEATO
- The Middle East (Powder Keg)
- The Suez Crisis
- Nassar
- Operation Bootstrap
- DEW Line
- "U2"
- Soviet "New Look"
- Sputnik
- Berlin airlift
- Warsaw Pact
- Vietminh forces
- "Age of Anxiety"
- front group
- Eisenhower Doctrine

CULMINATING ACTIVITIES

Discuss critically and objectively your opinion on how successful the United States has been in its leadership, defensive alliances, conferences, military defenses, and foreign aid in halting or containing the influence of communist Russia.

Account for the labeling of "crisis" to Egypt and the Suez Canal Zone dispute, the establishment of an emergency police force in the Suez area, the continued tension in the Middle East, the actions of Red China (communist China), Nationalist China, Russian intrigue; and the United States and the United Nations entering disputes over Formosa, Quemoy, Matsu, and the attack on Tibet and Laos. Do you think that other methods of settling these conflicts might have led to war?

Account for the recent unrest in Latin America, the shift of the 'cold war' to Berlin, the continued armament race, the failure of disarmament, and the conflict in the Congo.

Account for the communist foothold in Cuba. What steps have we taken against the Cuban government? Why?

Discuss specifically legislation passed under President Kennedy's so-called "New Frontier" program. Discuss his recommendations which were not passed by Congress.

Prepare and conduct a panel discussion, followed by an open forum on one recent development such as: "The Freedom Riders," "The cease-fire happenings in Laos," "The worsening of the Cuban situation," "The Alliance for Progress," "Program with Latin America," "The conquest for space," "The meetings of Kennedy and Khrushchev," "Our stepped-up defense program," "The Berlin barricade," and "Russia's threat to the United Nations."

Compare the so-called "Square Deal," "New Nationalism" "New Freedom," "New Deal," "Fair Deal," and "New Frontier."

Evaluate these measures to contain communism: (a) The Truman Doctrine, (b) Point Four, (c) The Marshall Plan, (d) North Atlantic Treaty Organization, (e) The Organization of American States, (f) The Southeast Asia Defense Pact, (g) Berlin Airlift, (h) The Western European Union, (i) The coal and steel community and the common market, (j) The Korean War, and its effects, and (k) The Mutual Security Agency.

CULMINATING ACTIVITIES (Continued)

Discuss the Smith Act of 1940, the trial and conviction of the communists, and our worsening of relations with Russia as she forced her aggressive domination in Eastern Europe and the Far East. Do you agree with our leadership of and participation in the United Nation's police action in Korea? In Laos?

EVALUATION

Observe through discussions and learning activities pupils' attitude, understandings, and appreciations of their freedoms under law in our democracy.

Through testing and written work determine pupils' knowledge of the principles and practices of government and life under such totalitarian states as the Soviet Union and communism, fascism, and nazism.

Evaluate through teaching development pupils' ability to interpret the present in terms of the recent developments during the 1940's, 1950's and 1960's.

Test orally and in written form pupils' ability to think critically and to express themselves intelligently, using the record of recent and contemporary history.

Check through short quizzes pupils' reading and study skills and their knowledge of recent vocabulary and identifications in the developments in domestic and international events

RESOURCE MATERIALS

Bragdon and McCutchen (text)	History of a Free People	Macmillan
Allen, F.L.,	The Big Change: America Transforms Itself	Harper
Anti-Defamation League of B'nai B'rith,	The Profile of Communism	Freedom Book
Arendt, Hannah,	Origins of Totalitarianism	Meridan Books, Inc.
Caldwell, John,	Communism in Our World	John Day
Colegrove, Kenneth,	Democracy versus Communism	Van Nostrand
Commager, Henry S., and Others	Contemporary Civilization	Scott, Foresman
Dallin, David J.,	The New Soviet Empire	Yale Univ. Press
Fibney, Frank,	The Khrushchev Pattern	Sloan and Pearce
Galt, Tom,	How the United Nation Works	Chronicles of America Series Yale University Press
Gunther, John,	Inside Russia Today	Harper
Hazard, John N.,	The Soviet System of Government	University of Chicago Press
Hechler, K.W.,	The Bulge of Remagen	Ballantine
Hoover, J. Edgar,	Masters of Deceit: The Story of Communism in America and How to Fight It	Henry Holt
Kugelmass, J.A.,	Fighter for Peace, Bunche, Ralph J.,	Messner
Leyson, B.W.,	Atomic Energy in War and Peace	Dutton
Lippman, Walter,	U.S. Foreign Policy: Shield of the Republic	Little, Brown
Lukacs, John A.,	A History of the Cold War	Doubleday
Overstreet, Harry and Bonaro,	What We Must Know About Communism	W.W. Norton
Pares, Bernard,	A History of Russia	New American Library
Poole, Lynn,	Frontier of Science	McGraw-Hill
Pratt, Fletcher,	War For the World	Chronicles of America Series Yale University Press
Wolfe, Bertram D.,	Six Keys to Soviet System	Beacon Press

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

"Nightmare in Red" (Project 20)	McGraw-Hill	(54 min.)
"Behind the Iron Curtain"	Current Affairs, 1956	
"Poland"	McGraw-Hill	(53 min.)
"Atomic Age: Challenge of Communism"	Society of Visual Education	
"Lifetime of the Soviet Man"	National Education Television Film Service	
"Look at Communism"	National Education Program	(12½ min.)

PROFESSIONAL AIDS

Bailey, T.A.,	**Diplomatic History of American People**	Appleton, Century, Crofts
Bronfenbrenner, Urie,	**Challenge of the New Soviet Man**	New York Times Magazine, August 27, 1961
Campbell, Robt. W.,	**Soviet Economic Power**	Houghton Mifflin
Dallin, David J.,	**Changing World of Soviet Russia,**	Yale University Press
Fainsod, Merle,	**How Russia is Ruled**	Harvard University Press
Goldman, Eric,	**The Crucial Decade**	Random House
Hendel, Samuel, (ed.)	**The Soviet Crucible**	D. Van Nostrand
Hoover, J. Edgar,	**Masters of Deceit**	Holt
Kardiner, Abram,	**When the State Brings Up the Child**	Saturday Review – Aug. 26, 1961
Lederer, William J., and Burdick, Eugene	**The Ugly American**	Norton
Levine, Irving R.,	**Main Street, U.S.S.R.**	New American Library (Signet)
Morris, R.B.,	**Encyclopedia of American History**	Harper
Roberts, Henry L.,	**Russia and America**	New American Library
Wesley, E.B.,	**Our United States: Its History in Maps**	Denoyer-Geppert

AMERICAN HISTORY – Adapted Course (Required) one year

Unit One: – Planning Our Study of American History

Suggested Time – Two Weeks

OVERVIEW

The study and development of our American culture and our American way of life should be one of the most delightful experiences of our high school students. There should be great opportunity to read, think, question, and plan. If our students are to accept heavy responsibilities of adult citizenship, they must understand the basic nature of American culture, appreciate how it came to be, and how it functions.

If a knowledge of our American heritage is to make a contribution to our way of life, it must be considered a tool and not a master. This does not mean that facts of the past cannot be used as determinates for considering past and future courses of events. There should be an opportunity to form concepts, develop proper attitudes, make reasonable generalizations, and learn to appreciate the strength and vitality of the democratic way of life.

The choice is between teaching that which is narrow and unilluminating or that which is enlightening, interesting, and serves youth effectively. Undue repetition should be avoided, and there should be good planning, coordination, pacing, and worthwhile culminating activities. Young Americans need to see the many-sidedness of American life, past and present, to understand the history of the unity of American people, and to know that our faith in democracy can sustain that unity.

The values attained from the study of history are dependent on the wealth of primary and secondary source materials available. These include newspapers, magazines, films, radio, TV, recordings, maps, paperback editions of historical documents, speeches, current events and periodicals published for teacher use. Thus, the study of American history can become living and vitalized only when the contemporary problem and its historical roots are brought into focus.

SPECIFIC OBJECTIVES

To help students learn to identify relevant materials, to distinguish between fact and opinion, and to reach valid conclusions by careful evaluation of historical materials

To encourage students to develop further the communication skills of reading, writing, speaking and listening in the study of history

To help students develop introductory research technique in their study of primary and secondary source materials of history

OUTLINE OF CONTENT

I. The student must be able to identify the overall topics.
    A. Known and unknown quantities of the topic
    B. Recognize materials needed and learn where they can be found

II. Student communicative skills are vital to successful learning.
    A. Essential – reading skills
        1. How to skim
            a. Reading – briefly
            b. Glancing
            c. Reading – skillfully
            d. Main ideas
        2. How to read for detailed information
            a. Skim
            b. Read carefully
            c. Take notes
            d. Review
    B. Essential – writing skills
        1. The written report
            a. Outline or framework
            b. First copy
            c. Rewrite
            d. Footnoting
            e. Bibliography
            f. Final check
        2. The written criticism

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Read headings, topics, and lead sentences.

Glance at caption of pictures, charts, and tables.

Reread carefully the parts of the chapter that you consider most important.

Search for main ideas.

Skim quickly the general content.

Read again carefully, looking for main ideas.

Take note on the main ideas.

Review by asking yourself questions.

Make a tentative outline or framework for a report.

Using collected information, write your first copy, check your English construction.

Include an introductory paragraph and a conclusion.

Rewrite using any corrections or additions.

Use footnotes where necessary.

C. Essential – speaking skills
  1. The oral report
    a. Outline of material
    b. Detail within outline
    c. Prepare note cards
    d. Use of bibliography
    e. Introduction; conclusion and impression
  2. Class criticism for skill improvement

D. Essential – listening skills
  1. Be attentive
    a. Always listen to the speaker
    b. Never let others interrupt your listening
    c. Listen with the eyes as well as the ears
  2. Taking notes
    a. Helps concentration
    b. Extends knowledge of the subject
    c. Aids memory or retention of material

III. Knowledge of research techniques is essential to historical study.

  A. Define the topic or purpose of research

  B. Selection of materials
    1. Documentary materials
    2. Periodicals – **Reader's Guide**
    3. Encyclopedias – limitations

  C. Study outline for class discussion and text in reviewing
    1. Major headings
    2. Important information included
    3. Be original in writing
    4. Follow an outline pattern

  D. Note taking for research projects
    1. Cards of uniform size
    2. Document source of material
    3. Major headings of project
    4. Exact quotations – actual source

Be sure to include a bibliography.

(A detailed listing of all the materials you used in preparing the report.)

Check for neatness and accuracy.

Make a good outline of material to be covered in the report.

Include in the outline any details that you want to use and might forget.

Do not read your oral report. Use notes but do not make the report by oral reading.

Prepare a bibliography.

Plan an interesting way to present the material. Include an introduction, a conclusion, and, if possible, some of your impressions.

Try paying strict attention, holding yourself responsible for every question asked, and every main point stressed. Check the correctness of the answer you have given.

Try getting the assignment the first time without thought of later asking what it was. Practice this daily.

Practice concentrating by listening to a special radio news feature program (disregarding interruptions) – determine the purpose of the program, and analyze and compare the general ideas expressed. Analyze the mannerisms designed to influence the listener, as well as the proportion of fact and opinion expressed.

Take notes on each class discussion; condense the thoughts into a few words. If you write too much, you will fall behind and be unable to follow the thought of the discussion. Write the thoughts in your own words.

Rework your notes as soon as possible after each class discussion or lecture. Continue this until you are able to take notes which do not need reworking.

Put down in full only such things as the following: references, definitions, formulas, direct quotations, and specific facts (such as dates.)

Outline in some detail the influence of Christian missionaries in New Spain and France.

(Helpful sources: E. G. Bourne, **Spain in America** and R. G. Thwaites, **France in America, 1497-1763**)

Organize four special committees to study and report on the civilization of the Aztecs, Mayans, Incas, and Pueblos. (Source: W. H. Prescott, **History of the Conquest of Mexico, History of the Conquest of Peru.** See also Hart, **Contemporaries,** Vol. I – No. 22).

Prepare a report on the original peoples of North America (Morris, **Encyclopedia of American History**).

What are the advantages and disadvantages of a Mercator's projection? (**Life's Picture History of Western Man,** pp. 118-131)

Select any standard American history text and choose major headings for a study outline on the Period of Exploration. Include important information under each heading such as: causes, results, law terms, characteristics, and purposes.

Secure either 4"x6" or 5"x8" cards or slips of paper. Information about only one topic should be on one slip or card. Each card should carry some sort of subject reference at the top right hand side of the card or slip, as well as an indication at the bottom of the card of the source of information, noted carefully by author, title, and page. Read information in your text on the European background and explorations, and take notes usable for a written or oral report and turn in to the teacher for constructive criticism.

CULMINATING ACTIVITIES

Describe some of the big ideas to be studied and developed in American history.

Tell how you would start collecting material for a term report, using a bibliography, footnotes, source materials, and supplementary readings.

Point out news events which require a knowledge of historical developments as a background for understanding.

Show in your textbook illustrations of visual materials, graphs, and maps which help interpret American history.

Take notes on Chapter One after you have skimmed it and reread the textual material carefully and be able to carry your share in classroom discussion of the topics.

Listen attentively to your history teacher's introduction to the American history course, and take notes on historical problems presented.

Read the overview for Unit One of your textbook and Chapter One. Write twelve statements "big ideas" on historical developments in this chapter.

Trace on an outline map the specific discoveries and explorations of the period.

In your own words compare the Age of Discovery and Exploration with the Space Age.

Evaluate the achievements of the discoverers and explorers – all in their single lifetime.

Spend some time in full class discussion of the use of the various parts of the text during the year's course.

EVALUATIONS

Determine through observation and short quizzes pupils' skills in reading and understanding Chapters One and Two of the American history text.

Evaluate pupils' ability to participate effectively in discussion through selected learning experiences and activities.

Observe pupils' growth in their competency to study and work with primary and secondary sources.

Find out through map work the geographic knowledge of pupils.

Measure through discussion and oral testing pupil recognition of vocabulary and cause-and-effect relationships.

RESOURCE MATERIALS

Harlow and Noyes, (text),	**Story of America**	Holt
Bryan, J. N., Skertzer, Bruce,	**Cues To Successful Living**	North Central Association of Colleges and Secondary Schools
Whipple, Guy Montrose,	**How To Study Effectively**	Public School Publishing Co.

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0–204	**How to Study**	(11 min.)
0–203	**How to Read A Book**	(10 min.)
0–1031	**How to Remember**	(11 min.)
0–1032	**How we Learn**	(11 min.)
0–737	**Listen Well, Learn Well**	(10 min.)
0–229	**Know Your Library**	(11 min.)
0–601	**Maps and Their Uses**	(10 min.)
00–739	**Globes: Their Function in the Classroom**	(14 min.)

AUDIO-VISUAL INSTRUCTIONAL MATERIALS (Continued)

0–158	**Poster Making Design & Technique**	(10 min.)
00–507	**Better Bulletin Boards**	(14 min.)
00–240	**High School: Your Challenge**	(13 min.)

PROFESSIONAL AIDS

Gross, Richard E., and Zeleny, Leslie D.,	**Educating Citizens for Democracy**	Oxford University Press
Hardy, Lois Lynn,	**How To Study in High School**	Pacific Books, Palo Alto, California
New York State Counselors Ass'n.,	**Tips – How To Study**	Delmar Publishers, Inc., Albany, New York
Preston, Ralph C., and Botel, Morton,	**How To Study**	Science Research Associates Inc., 57 W. Grand Ave., Chicago 10, Illinois

AMERICAN HISTORY – Adapted Course (Required) one year

Unit Two: The American Colonies Win Independence and Establish a Federal Government.

Suggested Time – Four Weeks

OVERVIEW

In this unit we survey the discovery and exploration of our country and its European background. Charts, maps, and outlines help us to review this development which was studied in elementary school.

Our continued study of colonial life, the struggle for independence, and the establishment of our Constitution and government is described; the arguments and achievements of our people are pointed out. Adjustments and compromises are shown as part of the democratic process. The influence of our leaders and our citizens is recognized.

Our fundamental documents receive new meaning through careful reading and discussion. "Life, liberty, and the pursuit of happiness" and "We, the people" take on real importance for application today. These freedoms and this government still must be understood and defended by all of us, the people.

SPECIFIC OBJECTIVES

To develop in pupils an understanding and an appreciation of the early American heritage

To help pupils see that our early struggle for settlement and representative government was accomplished by leaders with vision and dedication

To help pupils interpret our fundamental documents – the **Mayflower Compact**, the **Declaration of Independence**, and the **Constitution of the United States**

To help pupils conceptualize the nature of colonial life and the establishment of our independence, our representative democracy, and our basic freedoms

To indicate to pupils that we face again today the need and the call to protect our American heritage of freedom under law

OUTLINE OF CONTENT	LEARNING EXPERIENCES AND ACTIVITIES
I. European Countries set about exploring the New World. A. Spanish conquistadors in America B. Portuguese explorers C. The French on the St. Lawrence and in the Mississippi Valley D. English and Dutch contributions	See text. On a world map, trace the voyages and journeys of: (a) Spanish conquerors, (b) Portuguese explorers, (c) French in the new world, (d) English and Dutch explorers. Prepare and give oral reports on European explorers who contributed to the knowledge of the new world: (a) Columbus, (b) Magellan, (c) La Salle, (d) Hudson, and (e) others. Organize a matching game of names, dates, and contributions of explorers.
II. The English establish thirteen colonies in North America. A. Commercial colonies B. Colonies established for religious motives C. Agricultural colonies	Prepare oral or written reports on the establishments of each of the thirteen original colonies. On a map of North America locate: (a) each of the original colonies, (b) the West Indies, (c) Boston, (d) New York, (e) Philadelphia, and (f) Jamestown. Hold a panel discussion on the different types of colonies and why the different kinds were established.
III. We study the development of colonial life in the English colonies. A. Importance of agrarian society B. Ability more important than birth C. Development of a strong middle class D. Emergence of religious and personal freedoms	Draw cartoons of people and activities of our colonial period in the manner in which you think of them. Construct a bar graph to show the growth of population from 1689 to 1760. Draw up a list of the various kinds of crops grown by colonial farmers. List in order of importance. As an introductory research project, have the students compare the New England, Middle, and Southern Colonies as to: (a) religions, (b) education, (c) recreation and entertainment, (d) self-

IV. The conflict between British and colonial patterns of living leads to independence for the colonies.

- **A. England's change in colonial policy after 1763 meets active opposition of colonists.**
  - **1. New British laws**
  - **2. Colonial reactions**
- **B. The Declaration of Independence is significant to the American people, as well as to the British, French, Spanish, Dutch, and others.**
- **C. Washington deals with and overcomes many problems before the colonists win the war.**
  - **1. Limited resources available**
  - **2. Acquiring European allies**
  - **3. Combat situations**
  - **4. Lack of central authority during the war**

V. The thirteen separate and independent states faced many general problems.

- **A. Problems of trade, commerce, and territorial disputes with foreign powers**
- **B. Domestic difficulties**
  - **1. Claims on western land by various colonies**
  - **2. Dissatisfaction of farmers in "The West"**
  - **3. Financial problems**
    - **a. War debts**
    - **b. Heavy taxes**
    - **c. Inflation**
  - **4. Lack of unity of purpose**

VI. The desire of American leaders for a strong government brought about a federal constitution.

- **A. Calling of the Philadelphia Convention**
  - **1. A convention to revise the Articles of Confederation**
  - **2. Delegates, leaders of the colonies**
  - **3. Absence of the radical elements in the colonies**
- **B. Willingness to compromise assured success of the convention.**
  - **1. Question of representation in congress**
  - **2. Trade and shipping compromises**
  - **3. Slave issue**
  - **4. Taxation**
  - **5. Method of choosing the president**
- **C. The emergence of a strong federal government by the adoption of a constitution that was to be the supreme law.**

sufficiency, (e) livelihood, (f) nationality grouping, (g) political units, (h) living conditions, (i) climate and soil, (j) use of slaves, etc.

Draw up a list of all British acts that were offensive to the colonies and in some degree may have helped cause the break with England. Compare this to a similar list of the measures the colonists took to oppose the British.

Prepare oral or written reports on any Revolutionary War, hero, battle or event.

Make a study of British Revolutionary War military tactics that were out of place in America. Give examples. (Burgoyne's advance through the wilderness toward disaster at Saratoga, or Howe's allowing Washington's army to escape on Long Island.)

Have each student write a "Declaration of Independence" as though he was in Jefferson's place and then compare this with the actual Declaration itself. (this would be designed to get the student to read the Declaration and study it more thoroughly.)

Take turns to read orally the Declaration of Independence so that every student has read a part of it orally. Stop and give meanings and applications to the present.

Make a study of what the American Indians were doing while England and her colonies fought the Revolution.

Draw up a chart showing the government under the Articles of Confederation listing: (a) powers, (b) lack of power, (c) strengths, (d) weaknesses, (e) accomplishments, and (f) failures.

Prepare a report on the situation on the western fringes of the colonies which caused so much discontent.

Carry on group discussion on the Northwest Ordinance of 1787, showing its great importance at that time and its use as a pattern for future land settlement.

Have students make a list of problems both large and small that the people had to contend with between the end of the Revolution and the adoption of the Federal Constitution.

Draw a diagram to illustrate how each of the following functions: (a) The Federal System, (b) The system of checks and balances, and (c) the amending of the Constitution.

Conduct a class debate on any of the following topics: (a) Resolved: That Congress Should Have The Power to Pass Laws Over The Decision of The Supreme Court, (b) Resolved: That The Electoral College Should Be Abolished, (c) Resolved: That States Be Given More Power to Determine Their Own Course of Action.

D. Roots of our Constitution are in:
   1. English laws
   2. English history
   3. Colonial constitutions
   4. Colonial history

E. Safeguards under the Constitution – system of checks and balances
   1. Legislative branch
   2. Executive branch
   3. Judicial branch

F. The Constitution grows and changes by:
   1. Amendments
   2. Legislative acts
   3. Customs and traditions
   4. Supreme Court decisions

G. How the federal government functions
   1. Powers delegated to the federal government
   2. Powers delegated to state governments
   3. Powers shared by both federal and state
   4. The "Elastic Clause" – implied powers that are necessary and proper in executing specific powers above
      a. Used for welfare measures
      b. Used for necessary federal controls
   5. Disciplining of federal officials
      a. Impeachment – executive and judicial officials
      b. Rules and regulations of congress

H. Important modifications of the Constitution
   1. The Bill of Rights
      safeguards personal liberties and freedoms.
   2. Amendments eleven, twelve, seventeen, and twenty as examples

I. Struggle for ratification of the Constitution
   1. Federalists
   2. Anti-federalists
   3. Final acceptance
   4. Our government installed

VOCABULARY

ally
amendment
boycott
colony
colonial
compromise
confederation
executive
federation
frontier
judicial
legislative
legislature
loyalist
mercantilism
ordinance
patriot
plantation
portages
ratify
revolution
section
tariff
tidewater
township

IDENTIFICATIONS

Huguenots
Zenger Case
Mayflower Compact
patroons
Roger Bacon
Puritans
Pontiac's Conspiracy
Continental Congress
General Braddock
George Washington
Samuel Adams
Thomas Paine
Tories
Valley Forge
Northwest Territory
Shay's Rebellion
General Burgoyne
John Paul Jones
George Rogers Clark
Benedict Arnold

Have biographical reports on men who helped write the Constitution of the United States.

Write some prominent lawyer to talk on the operation of our federal government.

Write a book review on "The Federalist Papers."

Brief in chart form on the blackboard:

A. Delegated powers

B. Shared powers

C. Concurrent powers

List in class in phrase form all of the rights that were guaranteed by the first ten amendments to the Constitution (Bill of Rights).

How do we as citizens evaluate these rights today? Are they rights which are still important?

If they were not guaranteed "rights," what are some of the activities that we could not engage in or live by?

Have various pupils give brief explanations for each of the identifications of this unit.

IDENTIFICATIONS (Continued)

William Pitt
Charles Townshend
John Adams
Lexington & Concord
Vincennes
Bill of Rights
Checks and Balances
General Cornwallis
Saratoga
King's Mountain
The Federalists
Elastic Clause

CULMINATING ACTIVITIES

On a map of North America show the main battle areas of the War for Independence (Revolutionary War) and describe the main campaigns and results.

Plan a trip to important battlefields of the Revolution. Tell the class the places you would visit and the importance of each.

Describe the influence of the War for Independence on the French, Latin Americans, and on people struggling to attain and secure freedom.

Give a report on important leaders of the Revolutionary War. Develop through biographical sketches incidents of their lives and examples of achievements in the cause of democracy.

Using charts and drawings in your textbook describe the main characteristics of our federal system of representative government – i.e., checks and balances, amendments, growth of the Constitution, powers, and impeachment.

Give a report on important leaders of the Constitutional Convention. Develop through biographical sketches something of their lives and achievements on the framework of the government of the United States (the Constitution).

Explain charts on "Exploration" and "Colonization." Relate their importance to our American heritage.

State and describe some of the actions, laws, and abuses which served as causes for the temporary uniting of the colonies in the cause of independence.

Trace some of the aspects of living in the colonies. Indicate growth of economic, social, political, and religious freedom in the evolution toward self-government and democracy.

Discuss the causes for England's supremacy over France in the New World and the writing of a new constitution which displaced the Articles of Confederation.

EVALUATION

Evaluate through check quizzes and short essay and objective tests important factual information that pupils have acquired on colonial life, the War for Independence, and the forming of the Constitution of the United States.

Determine, through discussion and written organization, pupils' attitudes and appreciation toward our early crisis, the achievements of our leaders, and the lasting and flexible nature of our Constitution.

Observe pupils' skills in identifying terms and defining vocabulary necessary for an understanding of our early American heritage.

Notice pupil's ability to sum up in chart form, as a class project, important points ("big ideas" and basic information) on colonial life, political developments, and religious, social, and economic freedoms.

RESOURCE MATERIALS

Harlow and Noyes (text)	**Story of America**	Holt
Carlton and Carlton,	**The Story of the Declaration of Independence**	Scribners
Beloff, Max (ed.)	**The Federalist**	Macmillan
Farrand, Max,	**The Fathers of the Constitution** (Chronicles)	Yale Univ. Press
Foster, Genevieve,	**George Washington's World**	Scribners
Morison and Commager,	**The Growth of the American Republic**	Oxford
Ogg, Frederick A.,	**Builders of the Republic**	Yale Univ. Press
Singmaster, Elsie,	**The Book of the Colonies**	Doubleday
Tappan, Eva M.,	**American Hero Stories**	Houghton, Mifflin
Walker, E. E. and Kersey, V.,	**Our National Constitution; How it was Framed and How it Works**	Scribners

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0–78	**Colonial Children**	(11 min.)
00–278	**American Revolution**	(16 min.)
00–183	**Bill of Rights**	(20 min.)
00–417	**Constitution of the U. S.**	(16 min.)
00–385	**Congress**	(20 min.)

Filmstrips:

F–251–F–256	**Colonial America**
F–1782–F–1787	**Revolution**

(Refer to Kansas City, Missouri, Public Schools, **Guide to Audio-Visual Instructional Materials** and to Supplements on biography-films and transcriptions.)

PROFESSIONAL AIDS

Andrews, Charles M.,	**Colonial Folkways** (Chronicles)	Yale Univ. Press
Gould, John,	**New England Town Meeting**	Stephen
Hendrick, B. J.,	**Bulwark of the Republic; A Biography of the Constitution**	Little, Brown
Johnston, Mary,	**Pioneers of the Old South** (Chronicles)	Yale Univ. Press
Wertenbager, T. S.,	**The First Americans, 1607-1690**	A.L.S.
Wissler, Clark, et al	**Adventures in the Wilderness**	Yale Univ. Press
Wrong, G. M.,	**The Conquest of New France** (Chronicles)	Yale Univ. Press

AMERICAN HISTORY – Adapted course (Required) one year

Unit Three: Our Government is Established and Faces Problems of Growth and Change.

Suggested Time – Four Weeks

OVERVIEW

In unit three we deal with people and events that shaped our history from the adoption of the Constitution to the middle of the nineteenth century. Changes in our government are traced from the Constitutional Convention to the end of the War of 1812.

Government under the Federalists is followed by Jeffersonian Democracy; our government is established through reconciling foreign and domestic problems and through decisions of the Supreme Court. Political parties develop and peoples' participation in government is increased. The War of 1812 increases our feeling of nationalism.

Economic and social developments of the period are described; progress in manufacturing, farming, and transportation is shown; the westward movement is stimulated by road building and construction of canals. Cultural developments are sometimes known in this period as "The Great Awakening." Reform organizations and societies fight to wipe out injustices.

SPECIFIC OBJECTIVES

To show pupils the steps taken to establish our national and federal system of government

To describe for pupils some of the social, economic, and political developments in our nation after the launching of our government

To help pupils recognize the nature and influence of Jeffersonian Democracy

To develop understandings, attitudes, and appreciations of our early leaders and their achievements in the formation and growth of our nation

OUTLINE OF CONTENT	LEARNING EXPERIENCES AND ACTIVITIES
I. The launching of the new Federal government brought an era of newness and change to the political scene.	See text.
A. The emergence of Federalist and Democratic-Republican parties 1. The Federalists under leadership of Hamilton a. Advocated a strong national government	Make a list of the proposals that Alexander Hamilton made concerning financing the new government. Write a biography of Hamilton stressing events in his political career.
b. Believed in rule of the "rich, well-born, and able" c. Emphasized construction of the Constitution	
d. Courted friendship with England and excluded France.	Hold a panel discussion on 'pros and cons' of a high protective tariff.
2. Jefferson emerged as leader of the Democrats. a. Favored supremacy of states rights b. Believed in rule of the common people c. Emphasized strict construction of the Constitution d. Wanted friendship of France rather than England	
B. The Federalist party implements its program 1. Funding the national debt 2. Assumption of state debts 3. Creation of a national bank 4. Levying an excise tax 5. Desire for protective tariff	
II. The Federalists are confronted with foreign and domestic problems.	Read to class the frank presentation of the unpopularity of Jay's Treaty from Bailey's, **A Diplomatic History of the American People.**
A. The British refuse to give up fur-trading posts in the Northwest as agreed to in the Treaty of Paris, 1783. 1. Indians supplied with weapons for war purposes 2. Wayne's conquest of Indians at Fallen Timbers, 1794	

B. American sailors are 'impressed' by the British on the high seas.

C. Jay makes an unpopular treaty with Great Britain.

D. Pinckney Treaty with Spain temporarily solves our western problem.
   1. Jay's Treaty scares Spain into granting "right of deposit."
   2. Free navigation of the Mississippi river

E. The French Revolution creates many problems for the United States.
   1. Genet violates American neutrality.
   2. X.Y.Z. Affair, an insult to the United States
   3. A two-year undeclared war at sea with France

F. The Federalists pass Alien and Sedition Acts "denied the fundamental principles of free government."
   1. Virginia and Kentucky Resolutions and the Doctrine of Nullification
   2. The Federalists lose the election of 1800.

III. Jefferson reforms the government, buys Louisiana, and gets into war with Great Britain.

   A. Secretary of State, Madison, and Secretary of the Treasury, Gallatin, set about reform.
      1. The case of Marbury vs. Madison
      2. Gallatin introduces economy into government operation
      3. Disloyal public officials dismissed

   B. The United States purchases the Louisiana territory.
      1. Reverses the trend in government economy
      2. Represents a break from Jefferson's philosophy ot strict interpretation of the Constitution
      3. Nearly doubles size of the United States
      4. Makes possible the exploration of Lewis and Clark to the Far West
      5. Stimulates talk of possible secession by New England Federalists

   C. Our country is unprepared to fight a "second war for independence" – naval victories.

   D. Important results of the War of 1812
      1. Increases nationalism
      2. Lessens interest in Europe
      3. Increases manufacturing in the United States
      4. Marks the end of the Federalist party

IV. The growth of industry, expanding frontiers, and slavery brings wealth as well as many serious problems.

   A. The Industrial Revolution comes to America during the Jeffersonian period and expands during the Jacksonian era.
      1. Labor problems arise as the factory system develops.
      2. Experiments are undertaken in the unions.

   B. The cotton culture is fixed upon the South.
      1. Little industrial growth
      2. Slavery grows with the cotton culture.

Write a report on "The Louisiana Purchase." In this report include something about each of the following: Jefferson, Monroe, Livingston, Napoleon, Toussaint l'Ouverture, strict construction, loose construction Lewis and Clark, Zebulin Pike, Federalist opposition, States or parts of states included in this new territory, West Florida, significance of the purchase.

On an outline map of the world do the following: (Map Exercise)

a. Show the boundary of the Louisiana purchase (1819 boundary agreement).
b. Put in the names and dates of the admission of states after the original thirteen states through 1821.
c. Indicate by small "x's" the boundaries of the United States after 1819.
d. Show the route of the Cumberland National Road; The Erie Canal; The Wilderness Road; and The Natchez Truce.
e. Show the routes of the following exploratory journies: Lewis and Clark Expedition; Lieutenant Pike, 1805–1806 and 1806–1807.
f. Have pupils prepare a report on the pirate Jean Lafitte and the part he played in helping Jackson win the battle of New Orleans.

Prepare an oral report on the Industrial Revolution in England and show how it gradually spread to other countries, particularly to the United States.

Have pupil reports on Robert Owen's Communistic Society and project at New Harmony, Indiana.

Develop a class discussion on the merits of the invention of the cotton gin. Discuss its implication with regard to slavery.

C. The "American System" enables the West to improve means of transportation and communication.
   1. The national road and other improvements
   2. Inland waterways
   3. Growth of steamboat transportation
   4. Railroads expand westward.
   5. Telegraph revolutionizes communications.

V. A great American culture takes form.
   A. Literature and poetry
   B. Newspapers and public opinion
   C. Music and art
   D. Public education expands.
   E. Religious movements and western settlement

Have class develop a list of American authors and poets, song writers, and artists. Discuss their work during the period 1790–1860. Have samples or cuttings from the above presented in class.

Carry on a simple research project on the activities of prominent abolitionists from 1830–1860. Analyze the good and/or harm each may have done for the Union.

VI. Reform becomes a major issue of the day.
   A. Temperance movements
   B. Woman suffrage
   C. Improved conditions in prisons and other institutions
   D. The anti-slavery crusades gain momentum.

Report on a prominent reformer or a reform movement of this period; (Dorothea Dix; Elizabeth Cady Stanton; W.C.T.U. – etc.)

VOCABULARY

abolitionists
blockade
cabinet
compromise
embargo
impressment
lyceums
nationalism
neutrality
nullification
ordinance
revolutionize
socialism
tariff
temperance
utopia

IDENTIFICATIONS

Federalists
Democratic – Republicans
assumption
Strict construction
Loose construction
National bank
Anthony Wayne
Citizen Genet
Jay's Treaty
Pinckney Treaty
X.Y.Z. Affair
Virginia and Kentucky Resolutions
Alien and Sedition Act
Marbury vs Madison
Lewis and Clark
Burr Conspiracy
Chesapeake Affair
War Hawks
Battle of New Orleans
The Hartford Convention
Constitution
William Lloyd Garrison
Ralph Waldo Emerson
Henry David Thoreau
James Russell Lowell
Harriet Beecher Stowe
Horace Mann
Brigham Young
Dorothea Dix
American System

IDENTIFICATIONS (Continued)

Clipper ships
Robert Owen
Eli Whitney
Horace Greeley
Stephen Foster

CULMINATING ACTIVITIES

Prepare and give a floor talk on the strengths and weaknesses of the Federalists in their twelve years of leadership.

Assume role-playing as George Washington giving his **Farewell Address.**

Assume role-playing as Thomas Jefferson giving his **First Inaugural Address.** Follow by open-forum discussion with the class. Apply to the present.

Conduct a panel discussion on the economic, social, and cultural developments of the United States to the middle of the nineteenth century.

Have a committee report in class on reforms and reform organizations of the first half of the nineteenth century.

Have a group interested in military history report on the causes, conduct, and results of the War of 1812. Use a map of North America. Note any setbacks.

List and describe evidences of an emerging nationalism in the United States during this period to the middle of the nineteenth century.

Compare the political leadership of Washington, Adams, Jefferson, and Hamilton. Pursue each evaluation in some depth.

EVALUATION

Determine through reading orally with the class such documents or parts of documents as Washington's **Farewell Address** and Jefferson's **First Inaugural Address** pupils' knowledge and understanding of such source materials.

Evaluate pupils' ability to list or state the specific developments in the launching and establishing of our government and nation from Washington's administrations through Jefferson's administrations.

Observe through discussions pupils' attitudes and understandings of the causes and results of the Second War For Independence (War of 1812).

Through oral and written testing, follow through to see if pupils are aware of our early struggles after the Constitutional Convention and the definite achievements in resolving domestic and foreign problems under Washington, Hamilton, Jay, Adams, Marshall, and Jefferson.

RESOURCE MATERIALS

Harlow and Noyes, (text)	**Story of America**	Holt
Corwin, E.S.,	**John Marshall and the Constitution** (Chronicles)	Yale Univ. Press
Davis, Julia,	**No Other White Men (The Lewis and Clark Expedition)**	Dutton
Hartman, Gertrude,	**Machines and the Men Who Made Them**	Macmillan
Mayo, Bernard (ed.),	**Jefferson Himself**	Houghton-Mifflin
Paine, R.D.,	**Fight for a Free Sea**	Yale University Press
Purdy, C.L.,	**He Heard America Sing, The Story of Stephen Foster**	Messner
Tappan, Eva M.,	**American Hero Stories**	Houghton-Mifflin

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00– 67	**Meet Your Federal Government**	(17 min.)
0–552	**Your Government: The Presidency**	(10 min.)
00–563	**Your Government: The Supreme Court**	(10 min.)
00– 57	**Land of Liberty I**	(20 min.)

Filmstrips:

F–1774, F–1741–1748 **Government**

PROFESSIONAL AIDS

Bowers, Claude,	**Jefferson and Hamilton**	Houghton-Mifflin

PROFESSIONAL AIDS (Continued)

Bowers, Claude G.,	**Jefferson and Hamilton; The Struggle for Democracy in America**	Houghton-Mifflin
Dodd, W.E.,	**The Cotton Kingdom** (Chronicles)	Yale Univ. Press
Johnson, Allen,	**Jefferson and His Colleagues** (Chronicles)	Yale Univ. Press
Kinscella, Hazel,	**History Sings; Backgrounds of American Music**	University Pub.
Mott, F.L.,	**American Journalism**	Macmillan
Washington, George,	**Rules of Conduct, Diary of Adventure, Letters and Farewell**	Houghton-Mifflin

AMERICAN HISTORY – Adapted course (Required) one year

Unit Four: We Develop as a Nation While Facing Internal Problems that Destroyed Our Unity.

Suggested Time – Five Weeks

OVERVIEW

In this unit we trace political and military events from the War of 1812 to the end of the War Between the States. After 1816 the West became increasingly important in national affairs. Jacksonian Democracy increased participation of the common man in his government. The period after the War of 1812 was also a period of rapid territorial growth.

We became more democratic in the 1830's, fought a war with Mexico and expanded to the Pacific in the 1840's, quarreled over slavery in the 1850's, and fought to save the union in the 1860's.

Sectionalism and nationalism developed at the same time. The North and the South had different economic, social, and political concepts. Compromises failed to prevent the final conflict which resulted in bloodshed, harsh and revengeful acts, and financial distress. The supremacy of the union and the emancipation of the slaves were two of the positive results of the war.

SPECIFIC OBJECTIVES

To develop in pupils an understanding of the developments in national pride and sectional rivalry

To help pupils to see the steps in the territorial growth and development of our country

To help pupils acquire a knowledge of the causes and effects of the War Between the States

To develop with pupils an understanding of the development of Jacksonian democracy

OUTLINE OF CONTENT	LEARNING EXPERIENCES AND ACTIVITIES
I. A positive period is ushered in by the Monroe administration.	See text.
A. An "era of good feeling" B. A strong Foreign policy 1. The United States acquires all of Florida. 2. Monroe Doctrine is established. C. Chief Justice Marshall upholds national power.	Make a study of the Monroe Doctrine and try to determine the specific instances when it has been applied.
II. Jackson rises to power as a symbol of the new West. A. The election of 1824 B. The election of 1828 1. Jackson sets about to destroy the national banks. 2. A split between Jackson and his Vice-President, Calhoun 3. The national political conventions tried in 1832 C. States' rights challenge national power. 1. Georgia defies Supreme Court. 2. South Carolina tries to nullify tariff. 3. Webster, the great orator D. Developments of the period. 1. Jackson's choice of his successor 2. Panic of 1837 3. The Whigs capitalize on the depression.	Invite an outside speaker to speak on Jacksonian democracy. Try to select a prominent leader in the Democratic Party. Topics for debate on Jackson: (a) Resolved: That Jackson was right in his war on the United States bank, (b) Resolved: That the President should have the right to give federal jobs to loyal party workers (Spoils System), (c) Resolved: That Andrew Jackson acted like a dictator.
III. Manifest Destiny pushes our borders. A. Annexation of Texas in 1845 B. Oregon acquired in 1846 C. Mexican Cession in 1848 D. Gadsden Purchase in 1853 E. We fail in trying to buy Cuba. F. The United States and Britain agree over future canal building across Isthmus of Panama.	On a map of the United States show the following: Mark on the map all areas added to the union from 1821–1853; show the Oregon Trail; Santa Fe Trail; California Trail; Gila Trail; and the Old Spanish Trail. Make a list of places and locations such as: forts; fur trading activities; rivers; mountains; deserts and mining activities. Prepare reports on mountain men, traders, missionaries, and political figures who helped settle the West.

- G. The mission by Commodore Perry in 1854 to open Japan to the world

IV. States rights' and the slavery issue divide the nation.

- A. Slavery in the territories becomes a major issue.
    1. Compromise of 1850
    2. Compromise settles issue of slave trade.
- B. Decade of differences between North and South
- C. The Kansas-Nebraska Bill reopens the slavery issue.
    1. A civil war in Kansas
    2. The Dred Scott Case
- D. Lincoln and Douglas debates
- E. The cause of the abolitionists
- F. Lincoln elected as first Republican president

Play record transcriptions of Webster-Hayne Debates; speech of John Brown defending his abolitionist activities; and Lincoln's **Gettysburg Address.**

Write a newspaper account of the discovery of gold in California in 1847.

Write a paper on your ideas of: What would have happened had a candidate other than Lincoln been elected in 1860.

V. We evaluate the purposes and strengths of the North and South in 1861.

- A. Purposes and strength of the North
    1. Twenty-three states with a population of about 23,000,000
    2. A well-organized government
    3. A wealth of factories, farms, railroads, and shipping
    4. Lincoln's purpose to preserve the union and punish secessionists
- B. The South's purposes and strengths
    1. To go their own way as Confederate States of America
    2. Unity of purpose
    3. Excellent military leaders
    4. Advantage of fighting on and protecting their own soil
    5. Crop of cotton expected to keep England and France friendly
- C. Plan of battle for the North
    1. Blockade of southern canal
    2. Split the South down the Mississippi
    3. Capture Richmond (capital of the Confederacy)
- D. Plan of the South in the war
    1. Mainly to fight a defensive war
    2. Wear down the North and discourage further attack
    3. Capture Washington if and when practical
    4. Enlist aid of European countries

On a map of the United States locate or show the following: Seceding southern states by April 14, 1861; after April 14, 1861; the border, or non-seceding slaveholding states; the union, or free-soil states shown on this map.

Locate Harper's Ferry; Fort Sumter; Capital of Confederate States of America; Capital of the United States.

Make a list of the major battles of the Civil War.

List significant rivers applying to Civil War activity. How did these influence the progress of the war?

Why did the South plan to fight a defensive war?

How successful was the South in enlisting foreign aid in the war?

VI. The War Between the States is fought from 1861 to 1865.

- A. War in the East, 1861
    1. Fort Sumter, April 12
    2. Bull Run, July 21
    3. McClellan organizes Army of the Potomac
- B. War in 1862
    1. McClellan's peninsular campaign fails.
    2. Lee's first invasion of the North turned back at Antietam, September 18
- C. War in 1863
    1. Lincoln changes commanders; none successful, Chancellorsville, May 1–4.
    2. Lee turned back at Gettysburg, July 1–3

Prepare reports, oral or written, on the Civil War battles, leaders, or events.

Select one of the more famous battles and report on its history and significance.

Why is the Battle of Gettysburg considered an important or significant event?

D. War in 1864
   1. Grant tries to capture Richmond.
   2. Battle of Cold Harbor, June 3

E. War in 1865
   1. Petersburg surrenders, April 2.
   2. Fall of Richmond, April 3
   3. Lee surrenders at Appomattox, April 9.

F. War in the West, 1862
   1. Forts Henry and Donelson captured
   2. Farragut captures New Orleans, May 1.

G. War in 1863
   1. Grant takes Vicksburg, July 4.
   2. Paul Hudson captured, July 8
   3. Chattanooga captured, November 25

H. War in 1864
   1. Sherman begins march through Georgia, May 5.
   2. Capture of Atlanta, September 2
   3. Sherman's March to the Sea, November 16 – December 20

I. War in 1865 – Sherman captures Columbia, South Carolina, February 17.

VII. The North and South have relations with other countries during the Civil War.

A. The Trent affair

B. Commerce raiders

C. Lincoln's **Emancipation Proclamation** of 1863

D. The empire established in Mexico by Napoleon III, a violation of the Monroe Doctrine

VIII. Lincoln takes a firm stand on the union and slavery.

A. His desire to preserve the union

B. His refusal to stand pat with losing generals

C. Momentous decision on the **Emancipation Proclamation**

D. Lincoln's reelection in 1864

E. Lincoln's "presidential theory" of reconstruction

F. Lincoln's assassination

VOCABULARY

Anaconda
blockade
cession
copperheads
conscription
'dark horse'
emancipation
freedmen
impressario
isthmus
Mormons
panic
quadruple
republican
'spoils system'
'underground railroad'
whigs
wildcat banking

IDENTIFICATIONS

Adam's Treaty
Missouri Compromise
"American System"
Monroe Doctrine
Tariff of Abominations
Peggy Eaton
Webster-Hayne Debate

Secure information from our local libraries on the "Battle of Westport" and report to the class.

Have one of the pupils develop an "eye witness" account of "Sherman's March to the Sea."

Invite a military officer to discuss with the class some of the most significant military events of the Civil War.

Dramatize the events preceding and after Lincoln's death.

IDENTIFICATIONS (Continued)

Battle of the Alamo
Bear Flag Rebellion
Santa Anna
Ostend Manifesto
Stephen Austin
Marcus Whitman
Sam Houston
John C. Tremont
Compromise of 1850
Kansas-Nebraska Act
John Brown
Trent affair
Monitor and Merrimac

CULMINATING ACTIVITIES

Compare the principles and practices of Jeffersonian and Jacksonian Democracy.

Evaluate the influence and achievements of such leaders of the pre-Civil War period as Daniel Webster, John C. Calhoun, Henry Clay, and Abraham Lincoln.

On a map of the United States show the Civil War campaigns, battlefields, and the progress of the war.

Discuss as a committee member the developments and results of the War Between the States.

EVALUATION

By means of tests and special paragraphs determine if pupils have grasped the significance of the War Between the States and can relate it to problems which still remain.

Have pupils develop personal evaluations of the importance of this unit of study in their own way (explain the purpose of evaluation).

See if pupils recognize evidences of sectionalism today. What newer issues seem to be showing evidences of sectional thinking rather than the national approach?

RESOURCE MATERIALS

Harlow and Noyer (text)	**Story of America**	Holt
Coffman, R.P., and Goodman, W.G.,	**Famous Pioneers for Young People**	Barnes
Crane, Stephen,	**The Red Badge of Courage**	Appleton-Century-Crofts
Foster, Genevieve,	**Andrew Jackson**	Scribners
Hill, F.T.,	**The Trail of Grant and Lee**	Appleton-Century-Crofts
Meadowcroft, Enid,	**Abraham Lincoln**	Crowell

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00– 58	**Land of Liberty IV**	(20 min.)
00–350	**Civil War**	(14 min.)
00–215	**Abraham Lincoln**	(19 min.)
00–188	**Lincoln in the White House**	(18 min.)
00–189	**Old Hickory**	(17 min.)

Filmstrips

F–1595–F–1602 **Civil War Series**

PROFESSIONAL AIDS

Bailey, Thomas,	**Diplomatic History of the American People**	Appleton-Century-Crofts
Cose, Robert,	**Empire Builders**	Doubleday
Cotton, Bruce,	**Mr. Lincoln's Army**	Doubleday
Hendrick, B.J.,	**Statesmen of the Lost Cause; Jefferson Davis and his Cabinet**	Jefferson Little, Brown
Schlesinger, A.M. Jr.,	**Age of Jackson**	Little Brown

AMERICAN HISTORY – Adapted course (Required) one year

Unit Five: Our Country Deals with Reconstruction, Building, and Expansion.

Suggested Time – Five Weeks

OVERVIEW

In this unit we study the developments in our country after the War Between the States in the period from 1865 to about the turn of the century. This was a time when we built modern America, her railroads, and her big industries. It was also a time when our country made many mistakes in the reconstruction of our nation in the period following the Civil War.

A large number of our sectional feelings and problems today stem from the radical reconstruction policies and practices from 1865 to 1877 with the withdrawal of federal troops from the South. The growth of big business and the development of cities also brought many economic and social problems. Cultural changes also affected the lives of Americans in the last half of the nineteenth century. Western farmers and settlers also faced problems and sought solutions through the Grange; and laborers sought through unions better pay and working conditions. Only a few laws were passed to help the laborers and farmers.

SPECIFIC OBJECTIVES

To develop in pupils a knowledge and understanding of the causes and effects of reconstruction

To show pupils the developments in business, cities, and culture in the latter part of the nineteenth century

To help pupils compare the life in the United States of the nineteenth century with that of the twentieth century

OUTLINE OF CONTENT

I. The aftermath of the Civil War leaves the South bitter
   - A. The South physically wrecked
   - B. Military rule of the South
   - C. "Black codes" passed by Southern Legislature
   - D. The rule of the carpetbaggers and scalawags
   - E. The Ku-Klux-Klan fights the carpetbag rule.
   - F. Restoration of "home rule"

II. The North struggles to solve the reconstruction problems.
   - A. Lincoln plans reconstruction.
   - B. Johnson tries to continue Lincoln's plan.
   - C. Attempt at impeachment of Johnson
   - D. Congress helps the Negroes.
     1. Freedmen's Bureau
     2. Civil Right's Bill
     3. Thirteenth Amendment
     4. Fourteenth Amendment

III. Post-war politics and corruption confuse the Reconstruction Period.
   - A. Radical reconstruction plans
     1. Provisions for military rule of the South
     2. The Credit Mobilier scandal
     3. "Black Friday" gold scheme
     4. "Salary grab"
     5. "Whisky fraud"
     6. Secretary of war and the Indians
     7. Panic of 1873
   - B. Popular general, a political failure

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Show in chart form the differences between Lincoln's Plan of Reconstruction and the plan finally adopted by Congress.

Account for the loyalty of the South to the Democratic party.

Show how the three amendments to the Constitution as a result of the Civil War may be considered as steps in the growth of democracy in our country.

Have selected pupils draw cartoons depicting the Southern soldier returning to his home after the war.

Have pupils draw maps or pictographs of Alaska showing chief natural resources, etc.

Debate one of the following: (a) Resolved: That the problem of the rights of the Negro should be left to states. (b) Resolved: That military experiences tend to make a man a strong president.

Show how lack of capital handicapped Southerners after the Civil War.

What conditions in the West after the Civil War made it possible for cattlemen to "get rich quick"?

Why has the Homestead Act been called "the most generous law in the history of the world"?

Explain how each of the following helped bring down the prices of farm products: (a) free land, (b) farm machinery, and (c) bumper crops.

Why did farmers consider railroad managers their worst enemies?

Draw a map of the United States and show: (a) Great Plains Region, (b) Comstock lode, (c) Virginia City, (d) Little Big Horn River, (e) Santa Fe

IV. Positive achievements do occur during the Reconstruction Period.

   - A. First transatlantic cable laid in 1866
   - B. Maximilian's emipre in Mexico is broken up in 1867
   - C. The purchase of Alaska in 1867
   - D. The Union Pacific Railroad completed in 1869
   - E. First transcontinental railroad completed in 1869
   - F. Constitutional Amendment XV added in 1870
   - G. Settlement of the Alabama claims in 1872
   - H. Bell's invention of the telephone in 1876
   - I. Reforms and reform governments
   - J. President Hayes ends Reconstruction in 1877.

V. A new South develops between 1862–1900.

   - A. Breaking up of the plantation system
   - B. Cotton manufacture
   - C. Diversified industries in the South

VI. A Great West develops between 1862–1890.

   - A. Miners help to settle the West.
   - B. The cattle industry and western boom
   - C. Conquering the Indians helps to settle the West.
   - D. Farmers end the 'Wild West.'
   - E. New and better transportation and communication in the West
     1. Stagecoach and pony express
     2. Electric telegraph
     3. Transcontinental railroads
   - F. Evils of big crops, low prices, high taxes and big debts

VII. The growth of big business brings wealth and power to industrialists.

   - A. Reasons for our great industrial growth
   - B. Carnegie organizes the steel industry.
   - C. Rockefeller organizes the oil business.
   - D. Meat packing becomes a big industry.
   - E. Railroads share in big business.
   - F. Formation of trusts and corporation

VIII. Reactions begin to set in against big business practices.

   - A. Railroad policies are criticized.
   - B. Workers struggle for a living wage.
   - C. Unions organize to seek higher pay and

Trail, (f) route of Pony Express, and (g) routes of Central Pacific and Union Pacific railroads.

Discuss in class the contributions of the Negro to American life. Cite examples of contributions and outstanding contributors.

Arrange a debate or informal discussion on: Resolved: That the Vigilantes endangered American traditions of civil liberty.

Plan a trip to the "Old West" and tell the places you would visit and why.

Have a committee develop a radio script for Custer's Last Stand.

In special reports show how each of the following contributed to American economic life:
Andrew Carnegie, Edwin Drake, John D. Rockefeller, Philip Armour, Gustavus Swift, Cornelius Vanderbilt, J.P. Morgan, Daniel Drew, Samuel Gompers, Henry Bessemer, and Governor Altgeld.

Show why the growth of big business made the workers feel that they had to organize big unions. Point out the differences between the Knights of Labor and the American Federation of Labor.

Have a committee develop a report showing the significance of: Haymarket Riot, Homestead strike, and the Pullman strike.

Compare the lives of the two outstanding immigrants, Andrew Carnegie and Samuel Gompers.

shorter hours.
    1. Knights of Labor
    2. A.F. of L.
  - D. Strikes and riots
    1. Haymarket Square Riot
    2. Pullman strike

IX. Many new problems are created by growing cities.
  - A. Corruption and dishonesty in city governments
  - B. Improvement in transportion systems
  - C. Fire and police protection
  - D. Influx of millions of immigrants
  - E. Slum areas a menace to health and welfare
  - F. Needs for improved school conditions

X. Big cities serve to enrich American life and culture.
  - A. Growth of colleges and universities
  - B. Newspapers and magazines enrich lives of Americans.
  - C. American literature helps publicize our way of life.
  - D. New techniques in architecture transform city skylines.
  - E. Fine arts develop in our rapidly growing country.
  - F. Sports becomes big business.

VOCABULARY

Americanized
anarchist
corporation
emigrant
epidemic
holding company
immigrant
injunction
management
monopoly
picket line
purification
strike
transcontinental
trust

IDENTIFICATIONS

Andrew Johnson
Andrew Carnegie
John D. Rockefeller
Mark Twain
white supremacy
Radical Republicans
Freedman's Bureau
Homestead Act
Ku-Klux-Klan
carpetbaggers
"Black Friday"
Horace Greeley
Alexander G. Bell
"Black Codes"
scalawags
share cropping
vigilantes
Grangers
Sitting Bull
William F. Cody
Watered stock
Phillip Armour
Gustavus Swift
Cornelius Vanderbilt
Samuel Gompers
Henry Bessemer
Tammany Hall
Tweed Ring
settlement house
Jane Addams
Edward Bok
Jacob Riis
O. Henry
Victor Herbert
Pulitzer prize

Arrange a debate or panel discussion on one of the following: (a) Resolved: That the United States Government should take over the ownership of railroads, (b) Resolved: That all forms of business monopoly should be forbidden by law, and (c) Resolved: That labor unions have done more harm than good.

Explain how each of the following contributed to the rapid growth of cities: (a) use of machinery on farms, (b) hard times for farmers, (c) growth of manufacturing, and (d) immigration.

In chart form distinguish between the "old" and "new" immigrants. Show origin, dates of coming, place settled, chief characteristics, chief problems, contributions, and leaders produced.

Have class develop cartoons showing that: (a) Public indifference encourages crime; (b) Living conditions in cities which encourage juvenile delinquency; (c) Unhealthy conditions which promote disease and epidemics; (d) Practices, which if carried out in cities, would provide more worthwhile living conditions.

Discuss reasons for the current trend of moving from the city to the suburbs.

Show how the "city" can be the hope of America.

How can our citizens go about reaching the "real" goals of the American way of life?

Arrange a debate or panel discussion on one of the following topics: (a) Resolved: That people are healthier and happier on the farm than in the city; (b) Resolved: That radio and television have practically replaced the newspaper as a source of information about current affairs.

CULMINATING ACTIVITIES

Prepare and conduct a committee report on what was done in reconstruction after the War Between the States, and on what might have been done to have avoided the bitter feelings of the South and the revengeful policies and practices of the North.

CULMINATING ACTIVITIES (Continued)

Conduct a debate on one of these subjects: Resolved: That the federal government should control civil rights with all of the states of the United States; Resolved: That there should be a federal law which sets up requirements for voting.

Compare the place of the government, unions, and other agencies in supervising and controlling activities of business, labor, and the farm today with that of the period of the later 1900's. Account for the change in policies and practices.

Prepare and give a talk on how big business of the 1800's brought wealth and power to the United States. Imagine that you were a businessman of that time and play the role as an industrial leader of the period.

Imagine that you are Samuel Gompers. Prepare and give a talk on some abuses of big business at this time, the needs of the working man, and the aims of the American Federation of Labor.

Account for the series of strikes in the period from 1880 to 1900. Imagine that you are an observer; describe some of the effects of these strikes and some of the actions of the leaders of that time.

Play the role of an immigrant who came west after the Civil War. Describe what two or three things enabled you to go west to settle, and how you happened to come to the United States.

As an imaginary contemporary observer and city-dweller, describe the advantages and disadvantages of living in the nineteenth century cities.

Account for the corruption and graft in the Grant administration. What does the continued growth and reforms of governments show about a democracy? What is meant by the statement that "Freedom requires eternal vigilance"?

EVALUATION

Evaluate through objective and essay type testing pupils' knowledge and understanding of the nature of reconstruction and its lasting effects on the South.

Determine through discussions and learning activities pupils' attitudes and appreciations of our people in their struggles to unite and advance after the Civil War.

Observe through teaching development and written work pupils' ability to compare the slowness of the government in controlling or regulating business and in assisting the farmers and laborers with what is done by the government today.

Judge pupils' recognition of the advantages and disadvantages of the early development of urban life in the United States

RESOURCE MATERIALS

Harlow and Noyes, (text)	Story of America	Holt
Andrews, C.L.,	Story of Alaska	Caxton Printers
Antin, Mary,	The Promised Land	Houghton Mifflin
Beard, Annie,	Our Foreign-Born Citizens	Crowell
Becker, J.L.,	The Negro in American Life	Messmer
Bok, Edward,	Americanization of Edward Bok	Scribners
Bontemps, Anna,	Story of the Negro	A. Knopf
Bowers, C.G.,	The Tragic Era	Houghton Mifflin
Cooper, Alice and Palmer, Charles	Twenty Modern Americans	Harcourt, Brace
Cumley, R.W.,	Roughneck: The Way of Life in the Oil Fields	Row, Peterson
Drake, F.S.,	Indian History for Young Folks	Harper
Hartman, Gertrude,	Machine and the Men Who Made the World of Industry	Macmillan
Hathaway, E.V.,	Book of American Presidents	McGraw-Hill
Herzberg, Max, and Mones, Leon,	Americans in Action	Appleton-Century-Crofts
Kelley, R.F.,	Junior book of Sports	Harwell, Soskin
Leyson, B.W.,	Fighting Crime	Dutton
Mc Neer, May.,	Story of the Great Plains	Harper
Mitchell, Margaret,	Gone With the Wind	Macmillan
Morgan, James,	Our Presidents	Macmillan
Stefansson, Evelyn,	Here Is Alaska	Scribners

RESOURCE MATERIALS (Continued)

Swift, H.H.,	**North Star Shining**	Morrow
Wise, Winifred,	**Jane Addams of Hull House**	Harcourt, Brace

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0X– 51	**Johnson and Reconstruction**	(33 min.)
00– 75	**New South**	(17 min.)

(Refer to **Audio-Visual Instructional Materials** and Supplements for biography and American History series of filmstrips and transcriptions, pp. 371–372, p 493.)

PROFESSIONAL AIDS

Bailey, T.A.,	**Diplomatic History of American People**	Appleton-Century-Crofts
Bowers, C.G.,	**The Tragic Era**	Houghton Mifflin
Faulkner, Harold,	**Quest for Social Justice**	Recreation
Morgan, James,	**Our Presidents** (covers Johnson, Grant and Hayes)	Macmillan
Nevins, Allen,	**Study in Power: John D. Rockefeller, Industrialist and Philanthropist**	Scribners
Orth, Samuel,	**The Boss and the Machine**	Yale University Press
Reigel, Robert E..	**America Moves West**	Henry Holt
Schlesinger, Arthur M.,	**Rise of the City**	Macmillan
	Rise of the City, 1878–1898	Macmillan
Slosson, Edwin,	**American Spirit in Education**	Yale University Press
Whittke, Carl,	**We, Who Built America**	Prentice-Hall

AMERICAN HISTORY – Adapted course (Required) one year

Unit Six: Our Nation Experiences Political, Social, and Economic Reform.

Suggested Time – Four Weeks

OVERVIEW

Here we study the period of reform in the United States from 1876 to 1916 and from President Hayes to the second term of President Wilson. Many problems came with the emergence of modern America; political corruption and abuses of power led to demands for corrective legislation. Those demands were ignored for a long time by politicians and an indifferent public.

The West was the demand area for much of the reform, where farmers suffered from low prices and from almost unbearable hardships. The Pendleton Act of 1883 introduced the merit system into civil service. The Populist party demanded many reforms which came to pass later. The panic of 1892 caused much discontent and unemployment. A conservation conference was called at the White House in 1907.

Some reforms in the late nineteenth century included the secret ballot, the direct primary, the initiative, referendum and recall, and acts to regulate the railroads. trusts, and interstate commerce. A pure food and drug act and meat inspection act were passed in 1906. In 1902 a railroad strike was settled by arbitration as a result of strong leadership. A number of trusts were prosecuted under Presidents Theodore Roosevelt and William Howard Taft. Reforms were made in banking, tariff, and trust regulation under President Wilson.

Grover Cleveland, William Jennings Bryan, Theodore Roosevelt, William Howard Taft, Woodrow Wilson, Lincoln Steffens, Ida N. Tarbell, and some muckrakers exposed political and economic corruption and led to reform legislation and action against the abuses and evils of this period.

SPECIFIC OBJECTIVES

To develop in pupils a knowledge and understanding of needed reforms which resulted from abuses and evils in our political and economic life

To help pupils see that alert, active, and courageous leaders among the people are necessary for achievements and reforms in a democracy

To help pupils recognize cause and effect relationships of the past and their application to events and developments in the present and the future.

OUTLINE OF CONTENT

I. Reforms are attempted by Hayes, Garfield and Arthur.

  A. Hayes not a popular president
    1. Disputed election casts a cloud.
    2. Attempt or reform not popular with "bosses" or his party
    3. Conflicts with the "spoils system"
    4. The fight between 'hard money' advocates and 'cheap money' advocates

  B. Garfield's leadership
    1. Refuses to keep "bargain" with bosses on appointments
    2. Reform program too slow for many

  C. Chester K. Arthur, the great surprise
    1. Pendleton Civil Service Reform Act
    2. Arthur's inability to lead Congress

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Report on the life of Hayes and show why he was unpopular.

Show why Garfield's death strengthened the movement for civil service reform.

Have the class develop a board chart on the arguments for and against high tariff rates. Relate these arguments to recent development concerning the "common market."

Have selected pupils draw cartoon strips depicting events in the life of Grover Cleveland.

Discuss the topic, "Grover Cleveland, a Man of Courage."

Arrange a debate or panel discussion on: Resolved: That smear campaigns before elections keep many good men from entering politics.

Prepare newspaper accounts of the assassination of President Garfield or an account of the courtship and marriage of Frances Folsom to Cleveland.

II. Cleveland is the first Democratic presidential victor in twenty-eight years.

  A. Cleveland works hard for an honest government.

  B. The lower tariff policy of Cleveland

  C. The Electoral Count Act

Have a committee develop a report showing why Cleveland lost the election of 1888.

List and discuss five demands of the Populist party.

Discuss in class the election of 1896, include: (a) parties, (b) candidates, (c) issues, and (d) results.

Have various members of the class give thumbsketch biographies of each of the following: (a) Benjamin Harrison, (b) J.P. Morgan, (c) Mark Hanna, (d) Thomas Platt, (e) William Jennings Bryan, and (f) Theodore Roosevelt.

III. The 1890's are full of political excitement and demands for reform.

- A. Republican power is restored.
  1. McKinley's high tariff
  2. The Farmers' Alliance
  3. The Populists and the farmers
- B. Restoration of Cleveland to the White House
  1. Panic of 1893
  2. The Gold standard passes.
  3. Cleveland and tariff reform
- C. The silver controversy in the election of 1896
  1. Bryan's "Cross of Gold" speech
  2. Mark Hanna manages McKinley's "front porch" campaign.
- D. The McKinley administration supports big business.
  1. The Dingley tariff
  2. Stabilization of the gold standard
  3. Increase of trusts
- E. Theodore Roosevelt makes himself known on the political scene.

Why did the Republicans get the name for being "the party of prosperity"?

In class prepare a simple time-line chart showing chief events, actions, and developments of this period.

IV. We enter an age of "Trust Busting" and the "Square Deal."

- A. Roosevelt uses the Sherman Anti-trust Act.
- B. Roosevelt extends the "Square Deal."
- C. Roosevelt extends reform movement.
  1. A Pure Food and Drug Act
  2. Employers' Liability Act
- D. Carrying the "big stick" in Latin America
  1. Roosevelt's Panama Canal policy
  2. Corollary to the Monroe Doctrine
- E. Vital conservation measures are initiated.
- F. Progressive movement initiates reforms.
  1. Democratic reforms-direct initiative, referendum and recall
  2. Popular election of senators
  3. Woman suffrage
  4. Muckrakers
  5. Municipal reforms
- G. Taft is chosen to carry on Roosevelt's program.
  1. Trust-busting enlarged
  2. Conservation continued
  3. Formation of Progressive party

Discuss why the secret ballot is essential in a democracy. Show how we attempt to maintain a secret ballot.

Show why the western territories and states were the first to give women the right to vote.

Have a committee prepare a report on the chief provisions of the Interstate Commerce Act. Why was this considered good legislation?

Have a team of students trace the development of the conservation movement and show why it is important to our country and its future.

Give incidents which show that Taft followed the progressive policies begun by Theodore Roosevelt.

Prepare class cartoons showing women demanding the right to vote.

Have the class prepare cartoons depicting activities or policies undertaken in Theodore Roosevelt's career.

Have one of the pupils report on **The White House Gang** by Earle Looker.

V. The split in the Republic ranks elects Woodrow Wilson as President.

- A. Wilson, strong leader
  1. Underwood tariff brings tariff reform.
  2. The Federal Reserve Act strengthens the banking system.
  3. The trust problem is attacked.
     - a. The Federal Trade Commission
     - b. The Clayton Act

Have a committee make a careful study of the election of 1912 and report to the class. Have pupils consider: (a) Why Taft was unpopular; (b) Achievements of Taft; (c) Why Roosevelt ran for the presidency; (d) Attitudes of loyal conservative republicans; and (e) Why Wilson won the Election of 1912.

Why is Woodrow Wilson sometimes referred to as "our most scholarly president"?

B. President Wilson re-elected for a second term
   1. Influence of strong leadership and reforms
   2. Platform stresses his keeping us out of war

On a map of the United States show the Federal Reserve districts with their respective chief cities. Why were these cities chosen?

In chart form have the class brief the chief provisions of: (a) Payne-Aldrich Tariff, (b) Underwood Tariff Act, (c) Sixteenth Amendment, (d) Adamson Act, (e) Clayton Act, and (f) Federal Reserve Act.

Have thumb-sketch biographies prepared and given in class for: Gifford Pinchot, Joseph Cannon, Robert La Follette, Colonel House, Charles Evans Hughes, and Champ Clark.

Have selected pupils prepare a biographical sketch of Woodrow Wilson, showing how he succeeded in putting into effect reform ideas that other leaders had striven for.

VOCABULARY

assassination
bimetallism
commission
conservation
inflation
initiative
progressive
rebates
recall
re-discounting
referendum

IDENTIFICATIONS

"greenbacks"
"16 to 1"
free silver
merit system
pork barrel legislation
gold standard
"Cross of Gold" speech
Rough Riders
Coxey's army
Populists
secret ballot
woman suffrage
Square Deal
Granger laws
"Bull Moose" party
postal savings system

CULMINATING ACTIVITIES

Compare in chart form the lives and leadership of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.

Write a play for class presentation about the meeting between Roosevelt and Pinchot over Roosevelt's experiences in Africa, and Pinchot's revelation of what he considered to be Taft's failures.

Write a story that might be published as a news article on the attempt to kill Theodore Roosevelt at Milwaukee. Answer the "who," "when," "where," "why," and "how."

Write an article for your school newspaper describing the Federal Reserve System and its superiority over the National Banking Act of 1863.

Account for Woodrow Wilson's success in putting reforms into effect where others had just advocated for them.

Make a poster urging some governmental reforms of the Theodore Roosevelt era. Refer to the writings of the muckrakers and the cartoons of Thomas Nast.

Debate one of these subjects: Resolved: That railroad airline workers have the same right to strike as anyone else. Resolved: That the income tax is the fairest way for the government to tax.

Write a letter to a "Public Mind" of a local newspaper demanding woman suffrage. (You imagine yourself as a leader for woman suffrage.)

Arrange an informal debate or panel discussion on the reforms of this period.

Report to the class on interesting source material and contemporary writings, cartoons, or pictures on some of our issues, achievements, or reforms.

Comment on source material from speeches of the Populists and of William Jennings Bryan on such questions as reforms for the farmers and changes in the basis or standard for money.

CULMINATING ACTIVITIES (Continued)

Report on the causes and effects of the Panic of 1893. Comment on the reaction of the government.

Evaluate the administrations of Grover Cleveland, Rutherford B. Hayes, Chester Arthur, and William McKinley.

EVALUATION

Determine through learning activities and personal observation pupils' knowledge and discussion skills in thinking through controversial issues and reforms.

Evaluate through written work and testing pupils' understandings and attitudes of the influences of leaders, the times, and the events on historical progress and developments.

Observe through teaching development, individual and group projects, and informal conferences and activities, pupils' abilities to resolve questions by recognizing real causes and effects and the emerging of leaders and events to fit the times. (Our continual progress in a democracy is not by accident.)

RESOURCE MATERIALS

Harlow and Noyes, (text)	**Story of America**	Holt
Baer, Marion E.,	**Pandura's Box: The Story of Conservation**	Rinehart
Bishop, J.B.,	**Theodore Roosevelt's Letters to His Children**	Scribners
Hacker, L.M. and Kendrick, B.B.,	**United States Since 1865**	Appleton-Century-Crofts
Hagedorn, Hermann,	**Boy's Life of Theodore Roosevelt**	Harper
Harlow, Alvin Fay,	**Theodore Roosevelt**	Messner
Looker, Earle,	**The White House Gang**	Revell
Meades, S.W.,	**Jonathan Goes West**	Harcourt, Brace
Morgan, James,	**Our Presidents**	Macmillan
Prendiville, Kathleen,	**First Ladies**	Macmillan
Rogers, Agnes,	**Women Are Here to Stay**	Harper
Shippen, Katherine,	**Great Heritage**	Viking
Woods, W.O.,	**The Story of Uncle Sam's Money**	Gregg

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–657	**Labor Movements: Beginnings and Growth**	(15 min.)
00–158	**Production: Key To Plenty**	(21 min.)

(Refer to **Guide** as above, pp. 371–372, p. 493 for filmstrips.)

PROFESSIONAL AIDS

Bailey, Thomas,	**A Diplomatic History of the United States**	Appleton-Century-Crofts
Faulkner, H.V.,	**American Economic History**	Harper
Ford, H.S.,	**The Cleveland Era** (Chronicles)	Yale University Press
Regier, Cornelius,	**The Era of the Muckrakers**	University of North Carolina Press
Slosson, P.W.,	**The Great Crusade and After**	Macmillan

AMERICAN HISTORY – Adapted course (Required) one year

Unit Seven: Our Country Becomes a World Power.

Suggested Time – Four Weeks

OVERVIEW

In this unit we study how the United States changes from a policy of isolation to become a world power and then the world's most powerful industrial nation (from 1880 to about 1930). We developed the policy of neutrality in European affairs; the application of the Monroe Doctrine in Latin America, and the Open Door Policy for the Far East.

As a nation we participated in the Spanish American War and acquired possessions; we participated in World War I and helped achieve victory for the Allies. Our relations, policies, and developments with Latin America, the Far East, and other areas expanded during this period.

After World War I we refused to join the League of Nations or the World Court and tried to return to a policy of isolation. However, we participated in their deliberations.

The Pan American Union, the Open Door Policy, the building of the Panama Canal and the idea that the United States act as a policeman in the Caribbean occurred during the early part of the twentieth century. The establishment of the League of Nations, and the Washington Arms Conference were extended through the efforts of James G. Blaine, John Hay, Theodore Roosevelt, Woodrow Wilson, and Charles Evans Hughes.

SPECIFIC OBJECTIVES

To develop pupil recognition of the steps by which the United States became a world power

To help pupils see the gradual development of foreign policies of the United States

To help pupils learn and understand the results we have achieved in our contacts with other nations

To show pupils that we have tried to promote ethical principles and general human welfare in our relations with dependent areas as well as helping financially and morally many peoples of the world community

To help pupils appreciate our willingness as a people to sacrifice our fortunes and our lives for the cause of human freedom in the world

OUTLINE OF CONTENT

I. Changes force the United States into a greater world position.
  A. Economic factors at home force us into competition with Europeans for new markets and materials.
  B. Growth of imperialism abroad brings an increasing threat of war to our shores.

II. The United States enters the race to become a world power.
  A. Samoan Island dispute
  B. Annexation of Hawaii
  C. Pan-American Union
  D. Venezuelan boundary dispute
  E. Spanish-American War
    1. United States' sympathy with Cuba revolutionists
    2. Yellow journalism
    3. Sinking of the battleship, Maine
    4. Naval and land victories against Spain
    5. The United States gains an Empire from Spain.
      a. Platt Amendment makes Cuba a protectorate.
      b. Puerto Rico, the result of war
      c. Philippines to be ruled until they are mature enough for responsible government

LEARNING EXPERIENCES AND ACTIVITIES

See text.

By means of class discussion show how the Monroe Doctrine was an extension of the policy of isolation to include the whole Western Hemisphere.

Explore with the class conditions during the late nineteenth century which developed imperialism in the United States.

Show how the mistakes of the Spanish in their government of Cuba led to rebellions.

By student special reports given in class show what part each of the following played during the period between 1889–1900: Queen Liliuokalani, Richard Olney, Captain Mahan, William Randolph Hurst, General Miles, Aquinaldo, Rudyard Kipling, and Walter Reed.

On a map of the Western Hemisphere have pupils locate: Cuba, Santiago, Havana, Puerto Rico, Tampa, Florida, Venezuela, and British Guiana. Moving to a map of the world, locate: Samoa, Pago Pago, Hawaii, Phillippines, Manila, and Guam.

Have pupils imagine they are soldiers in Cuba during the Spanish-American War. Have them write letters home telling about what they have seen.

F. The United States strives for an "open door" in China.
    1. Boxer Rebellion in China
    2. Hay responsible for helping China, as well as working to set up the Hague Tribunal

G. Russo-Japanese War stopped by Theodore Roosevelt

H. A "Gentlemen's Agreement" with Japan helps Japanese-American relations.

I. Roosevelt wants a canal in Panama.
    1. Hay-Pauncefote Treaty
    2. Roosevelt's attitude toward Panama Revolution
    3. Hay-Bunau-Varilla Treaty

J. The Roosevelt corollary to the Monroe Doctrine

K. Lodge corollary to the Monroe Doctrine

L. Wilson deals with Mexico.

M. The United States interferes in Haitian affairs.

N. The United States intervenes and takes over the Dominican Republic.

III. Nationalism, imperialism, and militarism lead to a great world war.

A. Nationalism, as a cause of war
    1. Struggle between France and Germany over Alsace-Lorraine
    2. Serbian ambitions toward Bosnia

B. Imperialism, a road to war
    1. Industrial Revolution, a cause of imperialism
    2. Struggle for control of the Balkans, an example

C. Militarism
    1. Triple Alliance
    2. Triple Entente

IV. The United States is able to maintain a policy of neutrality for a time.

A. The United States takes side with the Allies.

B. Business boom in the United States because of defense and war materials and preparations

C. Submarine warfare violates United States neutrality and creates hatred.

D. Significance of the Zimmerman plot

V. War Comes to our shores.

A. Causes for our entering World War I

B. America geared for war effort

C. Government controls on the home front

D. Propaganda used to shape public opinion

E. An expeditionary army raised and sent to France

F. Our part in the final victory over Germany

G. Armistice ends the war.

Discuss: John Hay and the Open Door Policy; the Boxer Rebellion; the Russo-Japanese War; and the Panama Canal.

Explain the statement, "Theodore Roosevelt's policy of intervention made the Caribbean an American lake."

Set up a series of map exercises which will emphasize geographic locations of prominent areas of importance in the historic era.

Have the class summarize our policies during the period concerning: (a) The Far East, (b) Latin America. Can we justify these policies? How?

Have pupils prepare reports showing what part each of the following played in World War I: Herbert Hoover, John J. Pershing, Kaiser Wilhelm, William McAdoo, General Foch, and Woodrow Wilson.

Have the class prepare a list of the causes for our entrance into World War I. Discuss how the United States financed the war.

Have pupils prepare floor talks on the following topics: (a) Sinking of the Lusitania, (b) Our Marines, (c) Our Merchant Ships, (d) Popular Songs of World War I, (e) Flanders Fields, and (f) The Western Front.

Help the class distinguish between an "armistice" and a "treaty." Have the pupils find out how the first armistice was celebrated.

VI. Wilson becomes the leader in trying to work out a lasting peace.

- A. Wilson welcomed in Europe
- B. The Peace Conference results in the Treaty of Versailles
  - 1. Intention to punish Germany
  - 2. Severity of treaty leaves smouldering hatred in the hearts of Germans.
- C. Wilson insists on the League of Nations as part of the treaty.
  - 1. League of Nations accepted by peace conference
  - 2. Republican senate in the United States will not accept treaty because of the Covenant of the League of Nations – Article IX.
  - 3. Wilson's personal appeal to the nation fails and his health is broken.

VII. Post-War activities involve the United States.

- A. Harding makes separate peace with Germany in 1921.
- B. The United States unsuccessful in collecting war debts
- C. The United States will not join the World Court.
- D. The Kellogg-Briand Pact attempts to "outlaw" war.
- E. Japanese action in Far East threatens world peace.
- F. The Washington Peace Conference has tried to save the peace.
- G. Arms limitations fail to stop the race for military and naval superiority.
- H. Immigration problems create hard feelings.

VOCABULARY

armistice
conference
controversy
covenant
guerrilla
hemisphere
imperialism
intervention
isolation
mandate
militarism
moratorium
nationalism
policy
protectorate
recognize
reparations
self-determination

IDENTIFICATIONS

"manifest destiny"
"Cuba libre"
Pan-American Union
"Remember the Maine"
Platt Amendment
Open Door Policy
Boxer Rebellion
Gentlemen's Agreement
watchful waiting
dollar diplomacy
Roosevelt Corollary
Fourteen Points
armed neutrality
war debts
arms limitation
Nine-Power Naval Treaty

Discuss the mistakes made by Wilson in his peace treaty making.

Have a committee work out a summary of the issues of conflict that followed World War I.

Show how each of the following caused trouble between the United States and Japan: (a) Siberian expedition, (b) Open Door Policy, (c) naval rivalry, and (d) immigration laws.

Have various members of the class prepare thumbsketch biographies of each of the following and the part they played in this historical period: (a) Henry Cabot Lodge, (b) Charles E. Hughes, (c) Aristide Briand, (d) Elihu Root, (e) Sun Yat-Sen, (f) Frank Kellogg, and (g) Henry Stimson.

Prepare a chart of the League of Nations' organization. Then have it compared to the structure and organization of the United Nations.

Have the pupils select a debate, or panel topic, from those listed on page 426 of the text. Organize for the debate, or panel, and have the pupils proceed with research from reference books in the room or library.

IDENTIFICATIONS (Continued)

Court of International Justice
Washington Conference

CULMINATING ACTIVITIES

On a map of the world point out our over-seas possessions and territories. Tell how we acquired them.

On a map of the world trace the major developments in World War I from 1914 to 1917, and from 1917 to 1918. Include causes and effects of such developments and for the progress of the war. Describe the part that the United States played in the conflict before and after we entered the war itself.

Account for the return of the United States to a policy of isolation after World War I. What effect did our refusal to join the League of Nations have on the chances for world peace and on the possible prevention of aggressions by the dictators in the 1930's and the avoidance of World War II?

State in chart form the main reasons (causes) for the ill-feeling between the United States and Japan.

Give an oral talk on the specific work of each of the following leaders in our advancement as a world power: (a) James G. Blaine, (b) John Hay, (c) Theodore Roosevelt, (d) Woodrow Wilson, and (e) Charles Evans Hughes.

State in outline form definitely the terms of the Treaty of Versailles and explain why it laid the basis for World War II.

What was the main reason for the failure of the Kellogg-Briand Pact and the Washington Conference? Did they serve any useful purpose?

What happened about the war debts? Why? Do you agree with this outcome?

State in outline form several worthwhile achievements of the League of Nations other than prevention of war and aggressions by Japan, Italy, and Germany. Did the United States have anything to do with the League of Nations and the World Court other than not joining them? Be definite. Do you think our not joining was justified? Why?

Give evidence in chart form that the United States, Japan, China, Germany, and Russia have had friendly relations and should not have been – or should not be – in conflict.

Conduct a "spell down" match on the vocabulary and identifications of this unit.

EVALUATION

Through summary and final testing determine pupils' knowledge and understanding of the causes and effects involved in our development as a world power.

Observe through learning activities and discussions pupils' attitudes and skills in thinking critically and objectively on our presidents and leaders and their achievements as compared with some other world leaders in this period.

Through oral and written check ups and map exercises evaluate pupils' ability to know the real story of our emergence into the world community.

Evaluate through testing pupils' knowledge of vocabulary and identifications in this unit.

Determine through group discussions and group projects pupils' grasp of the past developments as influencing present events in foreign relations. (This can be done with individuals.)

RESOURCE MATERIALS

Harlow and Noyes, (text)	**Story of America**	Holt
Bond, A.R.,	**Inventions of the Great War**	Appleton-Century-Crofts
Follett, Helen,	**Islands on Guard**	Scribners
Gaetz, Delia,	**Neighbors to the South**	Harcourt, Brace
Hatch, Alden,	**Heroes of Annapolis**	Messner
	Woodrow Wilson	Holt
Judson, Clara,	**Soldier Doctor, the Story of William Gorgas**	Scribners
McGuire, Paul,	**Westward the Course! Hawaii**	Morrow
Nida, Stella M.,	**Panama and Its "Bridge of Water"**	Rand McNally
Thomson, J.E.,	**Our Atlantic Possessions**	Scribners
	Our Pacific Possessions	Scribners
Wood, Laura	**Walter Reed, Doctor in Uniform**	Messner

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00– 59	**Land of Liberty III**	(20 min.)
00–161	**War Came to America, Part I**	(20 min.)
0X–122	**Wilson, Woodrow**	(27 min.)

PROFESSIONAL AIDS

Dodd, W.E.,	**Woodrow Wilson and His Work**	Doubleday, Doran
Slosson, P.E.,	**The Great Crusade and After, 1914–1928** (A.I. S)	Macmillan
U.S. Office of Inter-American Affairs,	**Our American Neighbors**	American Council of Public Affairs

AMERICAN HISTORY – Adapted course (Required) one year

Unit Eight: Between Two Wars Our Country Encounters Problems of Prosperity and Depression.

Suggested Time – Five Weeks

OVERVIEW

In this unit we shall study the economic and social developments of the 1920's and the 1930's and the underlying causes for World War II.

The so-called "Jazz Age" after World War I in the 1920's includes political scandals, prohibition, the development of the automobile, new and daring writings and paintings, red scares, the Ku-Klux-Klan, violent and undemocratic activities, and many innovations in dress, education, working women, recreation, and large-scale crime.

After a period of prosperity for a number of people and reckless spending and credit-buying by many others, the depression of 1929 came with loss of material possessions and its resulting loss in confidence and optimism. The plight of the farmer made him feel the depression first, and then this depressed economic condition spread to the cities. Over-production, unsafe speculation, high tariffs, inflation, business booms, world-wide depression, unemployment, and high living were some of the major causes of our worst financial crash in 1929, and the resulting depression, which extended into the 1930's.

The so-called "New Deal" of President Franklin Roosevelt set up a program of relief, recovery, and reform. Many new agencies and government bureaus were organized to deal with the problems of unemployment, banking, industry, farming, labor, social security, regional planning, and the stock market.

President Hoover's and Secretary Hull's "Good Neighbor Policy" with Latin America was continued and expanded by President Franklin Roosevelt. We instituted a policy of non-intervention and reciprocal trade treaties. These treaties lowered tariff barriers and encouraged trade and friendship.

Underlying causes of World War II included aggressions by Japan, Italy, and Germany. Our leaders remonstrated with the dictators of these countries to no avail. We, like the other democracies, tried to follow a policy of neutrality followed by appeasement, defense measures, "cash and carry," and "lend-lease." President Roosevelt and Prime Minister Churchill drew up the Atlantic Charter in 1941 to re-define freedom and democratic practices.

In spite of the threats, violent acts, and aggressions of the dictators in Japan, Italy, and Germany, our people and several of its leaders kept agitating for isolation and challenged the need for national defense. President Roosevelt pointed out the need for defense and requested the stopping of aggression as early as 1937. Our military draft act was extended by one vote of Congress as late as 1941. Much of the public opinion discounted the possibility of attack and the feasibility for possible use of air power.

It is interesting to note our recognition of Russia with her promise to cease propaganda here; and her later shifts in alliances and partners. The attack on Pearl Harbor, December 7, 1941, brought a declaration of war against Japan. This unprovoked and unannounced attack was made as Japan's emissaries were on hand in Washington to discuss peaceful relations with our Secretary of State, Cordell Hull. Previous warnings of Secretary of the Navy Knox and others had come to pass.

SPECIFIC OBJECTIVES

To help pupils understand the historical record of the 1930's and the early 1940's

To help pupils recognize the real cause and effect relationships and developments in World Wars I and II, the similar lack of action by the democracies to stop aggressions, and the mass murder of innocent peoples under the heads of totalitarian governments

To show pupils how slow democracies gear for war but how effective our people can be on the home front and on the war front when their value judgments and value systems are threatened

OUTLINE OF CONTENT

I. The Golden Twenties was a period of excitement, uncertainty and confusion.

   A. Communist activities in the post-war period

   B. The Ku-Klux-Klan activities

   C. The unpopular prohibition experiment

   D. Working women

   E. The focus on evolution

   F. Art and literature

   G. The advent of the blotting paper industries, the radio, movies, and automobile

   H. Scandals of the Harding administration

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Why was the period of the 1920's called the "mad decade" and the "Jazz Age"? Have pupils prepare reports on the life and activities of this period as well as on music and dancing of this period.

Have a report on the life and work of Henry Ford. What gains and problems were presented as a result of the expanded motor car industry? Which problems still remain for solution?

Have a committee compare the administrations of Grant and Harding. Show how the Teapot Dome affair was a threat to conservation and to our country in general.

I. Republicans promise "a chicken in every pot."

J. Religious prejudice and the presidential election

II. Our country enters a period of "boom" for almost all people but the farmers.

A. The evils of wartime agriculture

B. High tariffs hurt the farmer.

C. The farmers' appeal for federal help

D. High prices and booming business encouraged wild speculation

E. The Red flash of danger

F. The business cycle

G. The Conservative Republicans are defeated and Roosevelt and the "New Deal" win.

III. Roosevelt's "New Deal" puts the federal government in a new role.

A. The problems of the depression are attacked.
1. A.A.A. to help the farmers
2. N.I.R.A. provides for economic planning
3. Relief programs for the unemployed
   a. P.W.A.
   b. F.E.R.A.
   c. C.C.C.
   d. W.P.A.
4. Revaluation of the dollar
5. Social Security Act
6. H.O.L.C. for home owners
7. The Wagner Act strengthens organized labor
   a. C.I.O.
   b. A.F. of L.
8. F.D.I.C. strengthened banking
9. T.V.A., an experiment in regional planning

B. Roosevelt's struggle with the Supreme Court

Prepare special reports on the following, relating them to this period of our country's history:

Clarence Darrow
William Faulkner
Ernest Hemingway
F. Scott Fitzgerald
Albert Fall
Robert La Follette
Andrew Mellon
George Gershwin
Alfred E. Smith
Wilbur and Orville Wright

Have pupils bring to class picture examples of the art work of each of the following for a room display:

John Curry
Doris Lee
Thomas Hart Benton
Salvador Dali

Explain why the depression hit the farmers first. Show how this affected the farm vote.

How can we account for the boom of the 1920's and the depression which followed?

Prepare cartoons depicting: (a) the unfavorable condition of farmers after World War I, (b) Bank Holiday, (c) Stock Market Boom, (d) overproduction, (e) Franklin Roosevelt, and (f) installment buying.

Have a pupil survey the literature on Franklin Roosevelt and show how he prepared for the presidency.

Prepare a debate or panel discussion on the topic, Resolved: That installment buying should be forbidden by law.

In the "One Hundred Days" show how Franklin Roosevelt and congress accomplished the "New Deal" through the following:

a. A.A.A.
b. N.I.R.A.
c. P.W.A.
d. F.E.R.A.
e. C.W.A.
f. C.C.C.
g. G.R.A.
h. S.S.A.
i. S.E.C.

May be developed in chart form.

Have pupils explore the success of each of the above and point out which agencies are still operative.

What is meant by the T.V.A.? What activities are carried on by the T.V.A. in each of the following areas: (a) flood control?, (b) electrical power?, (c) soil conservation?, and (d) standard of living?

Compare the efforts Theodore Roosevelt and Franklin Roosevelt made in matters of conservation.

Explain Franklin Roosevelt's experiences with the Supreme Court. What other presidents had difficulties with the Supreme Court?

Debate the topic, Resolved: That the New Deal tended to give too much power to the federal government.

Have a pupil prepare and give a special report to class on "Frances Perkins, the first woman cabinet member."

IV. The United States struggles to maintain peace and good will.
  - A. Foreign policy of Roosevelt and Hull
  - B. Our "Good Neighbor" policy in Latin America
  - C. Efforts to encourage world trade

V. The rise of dictators and war lords occurs in the thirties.
  - A. American nations unite to oppose Hitler.
  - B. Mussolini and his Fascist movement in Italy
  - C. Russia and Japan enslave people.
  - D. Congress experiments with neutrality.
  - E. Hitler's policies lead to a major war in Western Europe and Russia.
  - F. The Japanese invade China.
  - G. "Lend-lease"
  - H. The formation of the Atlantic Charter
  - I. German and Japanese aggression threatens.
    1. German U-boat attacks on the United States ships
    2. Japanese surprise attack on Pearl Harbor
    3. Threats of Nazism and Facsism

Have a committee prepare a report on the "Good Neighbor Policy." How did this policy change Latin America's attitude toward the Monroe Doctrine?

Report on conferences at: (a) Buenos Aires, 1936; (b) Lima, 1938; and (c) Havana, 1940.

Tell what each conference accomplished in terms of hemispheric solidarity.

Why did the United States refuse to recognize the communist government of Russia from 1917 to 1933? Show why we changed this policy in 1933.

What is the purpose of neutrality laws? What were some of their chief provisions? Are such laws a mistake?

What was the purpose of the Lend-Lease Act? Give its chief provisions. Why did some people object to the policy of lend-lease? Why was Russia included in the lend-lease program?

On a map of the world, color areas under the control of dictators in 1939.

Prepare posters giving the provisions of the Atlantic Charter or the Four Freedoms.

Prepare a list of the steps by which the United States became involved in World War II.

Plan and hold a debate on the following: Resolved: That reciprocal trade treaties hurt American business and agriculture.

VOCABULARY

appeasement
blitzkrieg
boondoggling
depression
evolution
reciprocal
scandal
technological
totalitarian

IDENTIFICATIONS

Anti-Saloon League
Scopes trial
Teapot Dome scandal
Jazz Age
debtor nation
farm bloc
business cycle
Brain Trust
New Deal
Lame Duck Session
Dust Bowl
"sit down" strikes
processing tax
court packing plan
lend-lease aid
"have" and "have not" nations
Act of Havana

CULMINATING ACTIVITIES

Prepare for an imaginary TV informal discussion on the causes of the Panics of 1837, 1857, 1873, 1893, 1907, the crash of 1929, and the depression in the 1930's. Indicate the change in government philosophy of the nineteenth century on the inevitability of business cycles with that of government cushions and controls of today.

Divide a group of pupils into four imaginary (role-playing) Republicans and four imaginary (role-playing) Democrats for another projected TV program, evaluating the so-called "New Deal" in the 1930's with the period of "normalcy" and prosperity in the 1920's. A volunteer "Middle-of-the-Roader" might moderate the discussion.

Appoint a committee to prepare and conduct a tape-recording of the underlying causes for our entering World War II. Point out any acts by the democracies that might have been taken to have prevented the aggressions of

CULMINATING ACTIVITIES (Continued)

Japan, Italy, Germany, and possibly to have prevented World War II. Give this tape-recording to pupil groups for comments.

Have six pupils prepare and conduct a tape-recording of an evaluation of such leaders as: Calvin Coolidge, Herbert Hoover, Sinclair Lewis, Eugene O'Neil, William Faulkner, George Gershwin, Franklin Roosevelt, Harry Hopkins, and Cordell Hull.

Show the film, "The Golden Twenties," and prepare through a pupil committee a discussion on the developments in the film. Give this discussion before your class and another class or more in a larger classroom or in the auditorium. Conduct a brief open forum for questions or comments.

Prepare and conduct an informal debate on one of the following: (a) Resolved: That the United States should have ceased giving foreign aid to Russia; (b) Resolved: That the United States should have kept out of world wars; (c) Resolved: That the "Good Neighbor Policy" and foreign aid are paying dividends. If possible, give this discussion, and/or any others before two or more classes and/or over your school TV station or a commercial TV station.

Write a newspaper article describing the events of October 29, 1929. Read this to your class.

Write a letter that a wheat farmer in the Northwest in 1928 might have written to a friend describing conditions and telling what you think the government should do to help.

Imagine that you are a clerk or stenographer in a stockbroker's office on Wall Street in October, 1929. Write a diary describing the events and excitement around you.

Prepare a TV dramatization to be given over your school TV station or over a commercial station on the worthwhile changes and developments of the twenties. If possible, make a tape-recording of this activity and make it available for other classes in American history.

Prepare and conduct a combined debate project with another class on the following: Resolved: That the 1920's were more fruitful years for the United States than the 1930's. Have three or four pupils from another class represent the 1930's. If possible, give this debate in a large classroom or in the auditorium. Use the library to prepare for the debate. (Teachers can do some planning and team-teaching on this project.) If possible, make a tape-recording and/or give over a radio or TV station.

EVALUATION

Through learning activities and discussions determine pupils' functional knowledge of the period between World Wars I and II.

Through observation and objective and essay-type testing evaluate pupils' appreciations, attitudes, and understandings of the leaders of the twenties and thirties and their positive contributions to the development of the United States.

Through modern teaching techniques and group dynamics evaluate pupils' abilities and skills to do critical thinking and relate definitely to developments in the 1920's, 1930's, and 1940's to the developments in the 1950's, and even to the contemporary scene. Use current events on contemporary problems. Some supervised study and individual help at times may be revealing here, as the teacher "circulates" among his pupils and counsels with them, noting attitudes, understandings, and misunderstandings, or study and reading needs.

RESOURCE MATERIALS:

Harlow and Noyes, (text)	**Story of America**		Holt
Allen, F.L.,	**Only Yesterday**		Harper
Bauer, Marion,	**Twentieth Century Music**		Putnam
Chase, Stuart,	**Rich Land, Poor Land**	(Conservation)	McGraw-Hill
Clyle, David C.,	**Roads to a New America**		Little, Brown
Hatch, Olden,	**Franklin D. Roosevelt**		Holt
Hersey, John,	**The Wall**		Knopf
Morgan, James,	**Our Presidents**		Macmillan
Nevens, Allan,	**The United States in a Chaotic World**		Yale University Press
Perkins, Frances,	**The Roosevelt I Knew**		Viking Press
Roosevelt, Eleanor,	**This, I Remember**		Harper
Travis, John R.,	**Son of the Valley**		Morrow
	Life's Picture History of World War II		Simon and Schuster
Tully, Grace,	**F.D.R., My Boss**		Scribners

(FOR A LIST OF THE PAPERBACKS REFER TO GENERAL AMERICAN HISTORY COURSE.)

AUDIO-VISUAL INSTRUCTIONAL MATERIALS:

Motion Pictures:

00– 60	**Land of Liberty IV**	(20 min.)
0X– 72– 0X– 73	**Golden Twenties I and II**	(34 min.)

PROFESSIONAL AIDS:

Beard, C.A. and Smith, G.E.,	**The Old Deal and the New**	Macmillan
Brogan, D.W.,	**Era of Franklin D. Roosevelt**	Yale Univ. Press
Carr, A.H.Z.,	**Men of Power**	Viking Press
Churchill, Winston,	**The Gathering Storm**	Houghton Mifflin
	Their Finest Hour	Houghton Mifflin
	The Grand Alliance	Houghton Mifflin
Commager, Henry Steele,	**Story of the Second World War**	Little, Brown
Lane, Marie and Lane, Steegmiller.,	**America on Relief**	Harcourt-Brace
Slosson, Preston.,	**The Great Crusade and After**	Macmillan
Wecter, Dixon.,	**The Age of the Great Depression**	Macmillan

Unit Nine: Our Country Fights Aggression and Works for World Peace in the Atomic Age.

Suggested Time – Six Weeks

OVERVIEW

We study the underlying and immediate causes of World War II from 1939 to 1945. After the unprovoked and despicable attack by Japan on Pearl Harbor (December 7, 1941), we entered the Second World War. To gain increased factory production and military strength, we followed a holding policy related to our possessions. To most Americans, 1942 was a discouraging year because of our losses in the Pacific and the advances of Germany in Europe.

A careful study of a world map of the war developments will show how we concentrated on defeating Hitler and Mussolini first through campaigns in North Africa, Sicily, and Italy. On June 6, 1944, we made a full-scale invasion of Northern France. Russian armies hammered the Germans from the east; British and American forces advanced from the west. The German surrender was in May of 1945. We made a four-pronged attack on the Japanese back to their home islands. After we dropped atomic bombs on Hiroshima and Nagasaki to save possible increased losses, the Japanese surrendered in 1945.

The United States had entered two world wars within the life-time of many Americans. We had started unprepared in both wars, built ourselves on the home front and on the war fronts to war strength, supported our democratic allies of the Western world to do what many people felt to be impossible – win decisively two world wars against tyranny and dictatorship by applying the forces of democracy.

Following the war, much of the wartime co-operation faded. Russia set up satellite governments in eastern Europe. The countries of western Europe declined as world powers. The United States sent military aid to Europe under the Truman Doctrine and economic aid under the Marshall Plan. The "Cold War" was on between Russia and the United States and is with us today. Russia is now taking full advantage of the unrest in Asia and Africa in their resistance to colonization and in their struggles and conflicts toward independence. Red China (Communist) is also another complex problem. The Middle East and Latin America are facing problems of adjustments.

On the domestic or home scene the United States has faced many post-war problems, including the following: rising prices, inflation, a population explosion, labor and agricultural demands, civil rights, educational needs, urban problems, search for security, defense, security measures dealing with communism, medical care, and the problem of the national budget. Ironically, an economy of abundance in the United States is posing a real challenge in the face of other national economies of scarcity and the common market proposal.

Like the League of Nations, the United Nations (1945) has settled small disputes that might have resulted in wars and has attacked successfully many social and economic problems. While there is criticism of the United Nations, our country feels that it is the only place at present to discuss world relations and disputes with some hope of "airing" matters and working to resolve or solve problems that are arising among nations. The United Nations has no doubt been a factor in keeping the "Cold War" **cold** instead of **hot**.

The Korean War (1950) stopped aggression in the Far East but our Far Eastern policy received much criticism, for we saw China fall to the communists in spite of our efforts. NATO and **Point Four** made new alliances and more friends for us. But the communist threats continue.

President Eisenhower was elected in 1952 and served two terms. Political developments under Presidents Eisenhower and Kennedy are described in this unit and in the years 1953 to the present. A cease-fire on Korea was arranged in 1953. Other incidents and developments included the following: Fighting in Indo-China and Malaya, war clouds in China, airlifts, the Southeast Asia Treaty Organization, the Bandung Conference ("Neutralism") Middle the Eastern Treaty Organization, the Baghdad Pact, the Suez crisis, 1956, the Eisenhower Doctrine, and relations with Berlin, the Americas and Canada, "U-2" plane incident, and foreign aid.

On the home front we took action against communist infiltration and set up security and secrecy measures (C.I.A.); increased our defenses and missile program; completed the St. Lawrence Seaway; and continued conferences and attempts to contain communism. The so-called "New Frontier" of President Kennedy has faced foreign problems on communism, Cuba, and Laos. His home-front program includes increased aid for education, medical attention for the aged, defense, social security, and general expansion in government or public works.

Now, we as Americans must know the differences between Russian communism and the Republic of the United States. We can understand and defend our country best by knowing the nature of our democracy and by knowing the nature and background of Russian communism and any other totalitarian governments. We have studied this in citizenship, world history, and world geography. This we shall study through the developments in American history. Let's remember, especially, how Nazism, Fascism, and Communism have challenged the free world in the first half of the twentieth century. Let's assume our responsibilities as free men willing to "sacrifice our lives, our fortunes, and our sacred honor" to protect ourselves for liberty under law.

SPECIFIC OBJECTIVES

To develop in pupils a knowledge and understanding of the recent and contemporary developments of American History

SPECIFIC OBJECTIVES (Continued)

To help pupils achieve proper attitudes and appreciations of the achievements of our leaders and our people in the twenty years since Pearl Harbor

To help pupils develop skills in critical thinking on current events and to see the cause and effect relationships of past developments

To increase pupils' ability to organize and write short and evaluative papers on domestic and foreign happenings with some use of source materials

To show the nature of Russian communism and its background as it threatens our country

OUTLINE OF CONTENT

I. We fight a difficult and challenging war.

- A. Early successes in the war belong to the Axis.
  1. Germany wins in Western Europe and invades Russia.
  2. Japan gains the initiative after Pearl Harbor.
- B. We get organized and prepare to strike back.
- C. The Allies gain the initiative in Europe.
- D. Decisions and policy-making of wartime leaders
  1. Casablanca Conference
  2. Teheran Conference
  3. Victory in Europe
- E. The atomic bomb brings the end of war with Japan.

II. The war is fought on the home front.

- A. Organization of production
  1. W.P.B.
  2. O.W.M.
- B. Manpower problems
  1. W.M.C.
  2. N.W.L.B.
- C. Price controls
- D. The efforts for mens' minds, i.e. propaganda
- E. The war and prosperity

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Maps tell stories and develop geographic knowledge. Make some of the following maps to review recent events in the history of the United States: (a) a map of new nations admitted into the world community since you were born, (b) a map of World War II campaigns showing the strategy and successful developments of the war on the war fronts – Europe, Asia, Africa and the Pacific, (c) a map of countries that participated in World War II, (d) a map of countries that participated in World War I, and (e) a map of countries in World War I and their war fronts – with the participation of the United States in its battles, (f) a map of the nations of the free world, the communist-dominated world, and the neutralist bloc.

Interview someone who was directly involved in World War II and report on this to the class or ask this resource person to talk to your class.

List in chart form the causes and results of World War I and World War II. Draw any conclusions and present them to the class.

Compare World Wars I and II as to causes, methods of fighting, length of wars, Central Powers – Axis, Allies, terms of treaties, and final settlements.

In what way were World Wars I and II an extension of the same war?

Account for our strained relations with Japan in the thirties and up to and including Pearl Harbor and World War II. What are our present relations with Japan? What did we do for Japan after World War II? Why?

Contrast what we did for Germany and Japan after World War II with what was done about Germany after World War I. Account for such a contrast.

Report on such films as **The Diary of Anne Frank**, **Judgment at Nuremburg** or **The Rise and Fall of Adolph Hitler**.

III. Truman inherits many burdens and problems.

- A. How to rebuild war-torn Europe
- B. Asian and African problems
- C. We counter Russia's move on Europe.
  - 1. The Truman Doctrine
  - 2. The Marshall Plan
- D. The United Nations, a hope and promise
  - 1. The General Assembly
    - a. Secretariat
    - b. International Court of Justice
    - c. Security Council
  - 2. Specialized Agencies
    - a. U.N.E.S.C.O.
    - b. World Health Organization
    - c. Others
  - 3. Successes and failures of the United Nations since its organization
- E. Complex problems at home
  - 1. Price ceilings
  - 2. Labor and the Taft-Hartley Law
  - 3. Lack of universal prosperity among our people
  - 4. The growing menace of communism

Outline the developments in the "Cold War."

Divide the class into two sides and hold a "spell down" on the spelling and meanings of the following words and identifications: atom, satellite, Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Four Freedoms, "Iron Curtain," Cold War, "D-Day," "V-E," SEATO, 38th Parallel, Douglas MacArthur, Chiang Kai-shek, George C. Marshall, Dag Hammarskjold, school segregation, price support, United Arab League, nuclear weapons, sputnik, "Atoms for Peace," Adlai E. Stevenson, Gamal Abdel Nasser, Nikita Khrushchev, Charles de Gaulle, Henry Cabot Lodge, and Jonas Edward Salk.

Account for our strained relations with Russia since World War II. Relate to Russia's history, her geographic influences, her leadership, and her lack of a democratic heritage.

Account for Russia's claim that she fought and won against Japan and Germany when she did not do so.

IV. The roots of the Korean War are found in China.

- A. Our disagreements over the Chiang government
  - 1. The "Point Four" program
  - 2. Demands for a stronger Chinese policy
- B. North Korean Communists attack South Korea.
- C. Military and political events of the Korean war
  - 1. The 38th parallel takes on grave significance.
  - 2. MacArthur is relieved of his duties.
- D. The Korean conflict increases the struggle for world power.
  - 1. N.A.T.O. strengthened
  - 2. E.D.C. organized
- E. The Korean struggle is discussed at home; the Republicans return to power.

Write short paragraphs on one or more of the following: (a) Progress in Education, (b) Political Parties in the United States Today, (c) Our NATO AND SEATO Allies, (d) Modern Japan and Germany since World War II, and (e) the Challenge of the Space Age.

Have a committee collect pictures and materials on famous civilian and military leaders in the recent history of the United States. Have a committee organize the material and present it to the class as reports.

Report on advances in science and technology which have brought about revolutionary changes in American life and international affairs since World War II.

Describe the "Fabulous Fifties" in which Americans enjoyed their highest standard of living.

Have a free discussion (open forum) on such problems of the Eisenhower administration as the following: education, farm surpluses, military defense, foreign aid, housing, and the national budget.

Trace some of the developments which you feel caused China to be lost to the communists. What were the relations between the United States and China from the end of World War II on?

Trace the steps in the development of labor unions and labor's demands since World War II.

V. Eisenhower's administration moves with caution and moderation.

- A. The United States deals with the "Cold War."
  - 1. The "Summit" Conference
  - 2. Military preparations
  - 3. Troubles in Eastern Europe and the Middle East
    - a. Poland
    - b. Hungarian revolt
    - c. Egypt and the Suez Canal
    - d. Israel

Imagine that you were present at some of the following events and write an account of them describing what you saw, whom you saw, and your reaction to what happened: (a) the Berlin Airlift, (b) German's invasion of Poland, (c) Egypt's seizure of the Suez Canal, (d) the birth of the United Nations in San Francisco, (e) the first meeting at the Summit, (f) the fall of France, (g) the retreat from the Philippines, (h) the signing of the Japanese surrender, and (i) the Battle of the Coral Sea.

4. The stalemate in Asia
    - a. Communists in Indo-China
    - b. Organization of S.E.A.T.O.
    - c. Trouble in the Formosan Strait
5. New nations in Africa and Asia

B. Domestic developments in the Eisenhower administration
  1. Evaluation of Eisenhower's cabinet
  2. Labor gains
  3. The segregation issue
  4. The problems of communist infiltration
  5. Prosperity and short recession
  6. Security measures – C.I.A., loyalty checks
  7. Less government projects and public enterprise

VI. President Kennedy's "New Frontier" program faces complex domestic and foreign problems.

A. We consider new legislation to help solve national problems.
  1. Extension of unemployment benefits
  2. Aid to dependent children
  3. Provision for reducing feed grains and raising price supports and cash payments for farmers
  4. Financial assistance to depressed industrial areas
  5. Increase in minimum wage, social security benefits
  6. Approval of more liberal housing plan
  7. Extension of federal aid to education
  8. Increase in security pressures – C.I.A.
  9. Developments in civil rights and integration
  10. Increase in medical care for the aged

B. We continue to face world tensions and foreign problems.
  1. Continuance of "cold war" developments
  2. The Cuban situation
  3. Provision for "Alliance for Progress" program
  4. Holding of conferences on problems in Latin America, Berlin, Laos, the Congo, and other critical areas
  5. Resistance to communist pressures
  6. Resumption of nuclear testing by Russia
  7. Setting up of Berlin barricade by Russia
  8. Increase in foreign aid and national defense
  9. Extension of a police force and action by the United Nations to help solve or resolve pressing problems in critical areas
  10. Practice of a firm policy against threats and acts of aggression

C. We face the challenge of communism.
  1. Russian communism poses a threat to our way of life at home and abroad.
     - a. Emphasis on totalitarian government with state control of freedoms, business, property, enterprise and everyday lives of individuals
     - b. Practice of tyrannical, cruel, and "liquidating" measures by the secret police
     - c. Use of the double-dealing, the big lie, and the divide-and-conquer techniques of propaganda

Review the developments in world affairs and domestic affairs since 1950 and write an essay on how you think these developments affect us today as citizens of the United States.

Make a collection of cartoons dealing with recent domestic and international developments and write comments under each cartoon. Or make some original cartoons, drawings, or posters dealing with such developments.

Describe President Kennedy's "New Frontier" program for the domestic and foreign affairs issues and problems

Evaluate the achievements of President Kennedy and Congress so far. Would you indicate any setbacks? If so, account for them.

On a map of the world mark trouble spots in recent years in Europe, Africa, Asia, Latin America, and in any other specific areas. Account for them and their developments.

Prepare and conduct a panel discussion on one or more of the following: (a) The United Nations and How It Works; (b) The Four Freedoms; (c) The Influence of Mid-Century Dictators; (d) Americans Who Have Worked for Peace; (e) How the United States Helps Undeveloped Countries.

Keep a current news and events scrapbook. Write comments under clippings, cartoons, special feature articles, editorials, pictures, etc.

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2. **The Western world and freedom-loving countries keep united against aggression to contain communism.**
   - a. **C.I.A. activities work toward mutual security.**
   - b. **N.A.T.O. organization supported**
   - c. **S.E.A.T.O. encouraged**
   - d. **Increase in space program measures and achievements**
   - e. **Stepped-up defense by the United States.**
   - f. **Continuance of our foreign aid program**
   - g. **Support of the United Nations and participation of its work**
   - h. **Formation of the Peace Corps**
   - i. **Encouragement in keying stability in gold and in pushing industry and economy ahead**
   - j. **Proposal of the common market**

Have a library committee collect books, magazines, newspapers, and pamphlets on recent United States history and make them available for class projects and individual study and reports.

VOCABULARY

- appeasement
- astronaut
- automation
- blitzkrieg
- communism
- concession
- Fascism
- integration
- investigations
- Nazism
- parity
- recession
- satellite
- segregation
- sputnik
- stalemate

IDENTIFICATIONS

- Cold War
- Truman Doctrine
- Baruch Plan
- Marshall Plan
- E.C.A.
- Dixocrats
- loyalty checks and investigations
- GI Bill of Rights
- U.S.S. Missouri
- Hiroshima
- Nagasaki
- NATO
- EDC
- Mutual Security Administration
- SHAPE
- Point Four
- 38th parallel
- United Nations
- McCarthy hearings
- loyalty oaths
- MacArthur's removal
- Twenty-second Amendment
- Berlin blockade
- civil rights
- F.E.P.C.
- Tatt-Hartley Law
- A.E.C.
- trouble spots – Morocco, Israel, Kenya, Indo-China, Malaya
- U.N.E.S.C.O.
- Economic and Social Council
- veto power
- Fair Deal
- International police force
- "Mission to China" – Marshall, Chiang-Kai-shek
- Chou En-Lai
- McCarran-Walter Immigration Act
- Harry Truman
- Mao Tsa-tung
- Syngman Rhee
- South Korea
- West German Republic
- Dean Acheson
- D Day
- second front
- Battle of the Bulge
- price control
- O.P.A.
- O.W.I.
- N.W.L.B.
- O.W.M.
- W.M.C.
- United Nations
- total war
- Lewis B. Hershey
- George C. Marshall
- James Byrnes
- Douglas MacArthur
- Dwight D. Eisenhower
- unconditional surrender
- Conference at Casablanco, Cairo, Potsdam, Teheran, and Yalta
- "right-to-work" laws
- "middle-of-the-road"
- "atoms for peace" plan
- AFL-CIO merger
- West European Union
- Bandung Conference
- Summit Conference
- Earl Warren
- sugar embargo
- "New Frontier"
- depressed areas
- "Freedom Riders"
- nuclear testing
- German barricade
- communist infiltration
- West Berlin
- East Berlin
- communist bloc
- International Control Commission
- "Alliance-for-Progress" program
- cease-fire in Laos
- Mercury space capsule
- Wacs
- Waves
- Spars
- strategy
- Axis
- Chiang Kai-shek
- Winston Churchill
- Josef Stalin
- Adlai Stevenson
- Ezra Taft Benson
- Imre Nagy
- John Foster Dulles
- Nikita Khrushchev
- Walter Reuther
- Gamal Abdel Nasser
- Joseph McCarthy
- Vietnam, Indo-China
- Middle East
- Red (communist) China
- Christian Herter
- Eisenhower Doctrine
- Suez Canal
- Israeli – Arab
- S.E.A.T.O.
- E.D.C.
- "open-skies" plan
- "fringe" benefits
- Cuban fiasco
- Alan B. Shepard

IDENTIFICATIONS (Continued)

Virgil Grissom
John F. Kennedy
Lyndon B. Johnson
flexible supports
underground testing
common market
Soviet menace
Richard M. Nixon
Henry Cabot Lodge
John Glenn, Jr.

CULMINATING ACTIVITIES

Prepare an outline for a talk on our doing the "impossible" in fighting two world wars, a depression, and all of the problems of a changing society. Write an introduction, a discussion, and a conclusion of your speech to be given before the class or in a committee buzz session. Develop definitely exactly what we have done as a country and our achievements in mid-century. Be proud of the fact that we worked these problems out democratically – even holding "hot" elections in critical times.

List the problems which we have faced since World War II and the past seventeen years on the domestic front and describe something of what we have done to correct them. Be specific as to laws, financial assistance, and reforms.

List the problems which we have faced since World War I in the past forty-four years in foreign relations and describe some of the achievements that we and our allies have made, some of the definite changes we have taken in foreign policy and dealings, and some of the helpful things we are doing today to contain communism and to support our friends of the western and the democratic world.

Show that you understand and know some of the developments of the past by explaining some present-day happenings and events in the light of what has occurred in the past. Perhaps you can be better able to judge the future with greater accuracy and courage as you assume citizenship duties and responsibilities.

Test yourself on your real knowledge and understanding by giving the meanings and interpretations of vocabulary and identifications. Review your American history text. Writing a test yourself often helps you to clinch your knowledge.

In chart form state the beliefs and value judgments and practices of American Democracy in contrast with that of Russian communism, Be specific. Refer to your textbook and the source materials at the end of this unit. Relate what you write to such things as: Freedom under the law; freedom of speech, press, religion, and assembly; right to invest time and materials and money with the hope of making money or a profit; right to own property; freedom to choose one's own work; right to bargain collectively and join a labor union; opportunity to advance oneself; government by the **people**; freedom to vote for two or more parties; freedom to move freely from one place to another or from one job to another; right to a free public education for everyone; right of private enterprise; and trial by jury and one's peers; and, finally, respect for the dignity and worth of the individual.

EVALUATION

Through essay and objective testing, determine pupils' knowledge and understanding of specific measures in the backgrounds and developments of such current problems as those in: Cuba, Laos, Red (communist) China, Vietnam, the Congo, Korea, Formosa, Berlin, Latin America, and our country's recent developments in security and containment against communism.

Through discussions, learning esperiences, and resources, evaluate pupils' attitudes and skills in reading and thinking critically, or at least objectively, on such contemporary problems and developments as: government spending, inflation, education, medical care, defense, housing, labor and business relations and developments, housing, racial relations, a common market, foreign aid, peace corps, disarmament, welfare measures, and individual responsibility.

Through teaching developments and the use of current techniques, observe pupils' ability to recognize and appreciate the achievements of our leaders who have influenced legislation and action to defend the free world against its enemies and to promote the cause of freedom throughout the world.

Through observations and written work, evaluate pupils' real insight into the major developments in science and culture in mid-century in the United States and in the world.

Through informal socialized discussions, determine pupils' recognition that they are recipients of the American heritage of freedom and democracy and that they have a duty and responsibility to preserve their opportunities in a free America.

RESOURCE MATERIALS

Harlow and Noyes, (text)	**Story of America**	Holt
Alton, John R., and Mengis, Alice,	**A History of the United States**	American Book
Cordier, R.W., and Robert E.B.,	**History of Our United States**	Rand McNally
Frank, Anne,	**Diary of a Young Girl**	Doubleday
Gavian, Ruth W., and Hamm, William A.,	**History of the United States**	Heath

RESOURCE MATERIALS (Continued)

Hersey, John,	**Hiroshima**	Knopf
Hotch, Alden,	**General Ike**	Holt
Lee, Clark, and Hanschel, Richard,	**Douglas MacArthur**	Holt
Leyson, B.W.,	**Atomic Energy in War and Peace**	Dutton
Moon, Glenn W., and Cline, Don C.,	**Story of Our Country and People**	Holt, Rinehart, Winston

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–161	**War Came to America, Part II**	(30 min.)
00–341	**Tower of Destiny**	(15 min.)

(Refer to **Guide** for additional films on developments in American History and American leaders.)

PROFESSIONAL AIDS

Bradley, Omar,	**A Soldier's Story**	Henry Holt
Churchill, Winston,	**The Gathering Story** (plus five additional volumes of this series)	Houghton, Mifflin
Goldman, E.,	**The Crucial Decade: America, 1945–1955**	Knopf
Gunther, John,	**Behind the Curtain**	Harper
Joneway, E.,	**The Struggle for Survival**	Yale Univ. Press
Lie, T.,	**In the Cause of Peace**	Macmillan

MATERIAL ON COMMUNISM

Anti-Defamation League of B'Nai B'Rith,	**The Profit of Communism**	Freedom Books
Bohlman, Edna McCaull,	**Democracy and Its Compe**[illegible]	Merrill
Caldwell, J.C.,	**Communism In Our World**	Day
Civic Education Center,	**They Made A Nation**	Tuft University
Civic Education Center,	**Liberty and The Law**	Tuft University
Colegrove, Kenneth,	**Democracy versus Communism** (Rev. 2nd)	D. Van Nostrand
Hartshorne, Merrill F.,	**A Selected Bibliography on The Teaching of Communism**	Natl. Council for the Social Studies
Hoover, J. Edgar,	**Masters of Deceit: The Story of Communism In America and How To Fight It**	Holt
Khrushchev, N.S.,	**The Anatomy of Terror**	Public Affairs
	The Greater Danger	AFL-CIO, Bulletin No. 37
Kugelmass, J.A.,	**Ralph J. Bunche, Fighter For Peace**	Messner
Meyer, A.G.,	**What You Should Know About Communism**	Science Research Associates
	Unit on Communism, World Week	Scholastic Corporation
	Democracy and You	Merrill
Murphy, Agnes,	**An Evil Tree, The Story of Communism**	Bruce
Overstreet, Harry and Bonaro,	**What We Must Know About Communism**	Norton
Scruggs, E. Earl,	**Communism, Socialism, Capitalism**	Southwestern Bell Telephone Co.

GRADE TWELVE — SOCIAL STUDIES

AMERICAN HISTORY - ADVANCED PLACEMENT

(ELECTIVE - ONE YEAR)

UNITS OF STUDY

ERROR

P. 382
to
393

F1066

(Advanced Placement Course)

First Semester – nineteen weeks

Background – European History and English Colonial History
– two weeks

Unit One – The American Revolution, 1763-1783
– three weeks

Unit Two – The New Nation, 1783-1801
– five weeks

Unit Three – Democratic Revolutions,
– four weeks

Unit Four – Expansion and Conflict, 1841-1877
– five weeks

Second Semester – nineteen weeks

Unit Five – The Gilded Age, 1870's to 1890's
– two weeks

Unit Six – Imperialism, 1898-1914
– two weeks

Unit Seven – The Progressive Movement, 1900-1917
– two weeks

Unit Eight – World War I, 1914-1918
– two weeks

Unit Nine – Reaction – Normalcy – Depression, 1918-1933
– two weeks

Unit Ten – New Deal, 1933
– two weeks

Unit Eleven – World War II, 1939-1945
– two weeks

Unit Twelve – Postwar Peace – Without Security – Since 1945
– two weeks

Unit Thirteen – Postscript – Foreign Affairs
– two weeks

Special Study of Banking
– one week

AMERICAN HISTORY – ADVANCED PLACEMENT – Elective one year

(College Level)

OVERVIEW

The purpose of the Advanced Placement course is to give college-level American history to a selected group of more able students. Since the College Entrance Examination Board has in operation an Advanced College Placement Program, the Kansas City course is designed to meet its standards. Upon passing tests determined by the college (which may be either its own test or the Advanced Placement Examination prepared by the College Entrance Examination Board), the student may receive advanced standing only or advanced standing with academic credit. That decision is up to the college. It is to be noted that this program is not a part of the regular College Board admission tests, but is intended for admitted candidates only. Students, as well as teachers, should be familiar with **Advanced Placement Program Syllabus**, published by the College Entrance Examination Board

SELECTION OF STUDENTS AND CLASS SIZE

Students should be selected upon the basis of ability, performance, intellectual interests, and desire to take the course. This selection should be made with the knowledge and consent of parents. The course is designed for high school seniors. Classes should be small, approximately twenty students. The course should require an hour to an hour and a half of daily preparation.

OBJECTIVES

1. General

History is a study of the past – everything man has done or thought or felt. Gilbert Highet says, "the right emotions for the historian are: nostalgia, imagination, and humility." – From – **People, Places and Books** – p. 177

Sir Richard Livingstone in his **The Future of Education** points out that history is a study of life about which the young know little. Books alone cannot teach life. What then can they do? Livingstone thinks the adolescent may learn much. First, he can gain knowledge and, secondly, he can be trained in the art of using the mind.

". . . facts and theories are . . . counters with which he learns to use his brain . . ; to argue a case and weigh evidence, to distinguish the relevant from the irrelevant . . . to discover when a statement is proved and when it is not, to reason logically and express himself clearly – – in fact to play the great game of the intellect . . .

"Further and even more important – if (the student) reads great history, (its) greatness forms his mind unconsciously. Some touch of (its) nobility passes on to him . . . seeds are scattered on the soil and most are lost, but some lie inert till the outside influence of sun and moisture wakes them to activity. That is a parable of education. It scatters ideas and information on the surface of the mind; much perishes forgotten, but some seeds lie dormant till the quickening power of experience brings them to life."

II. SPECIFIC

A. Knowledge of facts of American history
B. Knowledge of documents and source material
C. Familiarity with writings of eminent historians
D. Ability to read well and critically
E. Ability to write good English to present good history
F. Experience in use of reference work and note-taking

METHODS AND PROCEDURES

I. Reading: a college textbook for basic facts. Other required reading: authorities or outstanding writers on each period and documents that may apply.

II. Class discussion, bringing out controversial aspects and relation of topic to past and present. Occasional student panels. Lecture by instructor especially to introduce subject or present conflicting points of view, to be developed by students.

III. Frequent papers of essay type to be criticized by instructor and kept on file for reference by both students and instructor. In addition, one or two long papers each semester.

COURSE OUTLINE IN BRIEF

First Semester – nineteen weeks

Background – European History and English Colonial History – two weeks
Unit One – The American Revolution, 1763–1783 – three weeks
Unit Two – The New Nation, 1783–1801 – five weeks
Unit Three – Democratic Revolutions, 1801–1841 – four weeks
Unit Four – Expansion and Conflict, 1841–1877 – five weeks

Second Semester – nineteen weeks

Unit Five – The Gilded Age, 1870's to 1890's – two weeks
Unit Six – Imperialism, 1898–1914 – two weeks
Unit Seven – The Progressive Movement, 1900–1917 – two weeks
Unit Eight – World War I, 1914–1918 – two weeks
Unit Nine – Reaction – Normalcy – Depression, 1918–1933 – two weeks
Unit Ten – New Deal, 1933 – two weeks
Unit Eleven – World War II, 1939–1945 – two weeks
Unit Twelve – Postwar Peace – Without Security – Since 1945 – two weeks
Unit Thirteen – Postscript – Foreign Affairs – two weeks
Special Study of Banking – one week

INTRODUCTORY – BACKGROUND FOR THE UNITED STATES

The expansion of Europe made America the frontier of Europe. For the history of the United States, that frontier means the English settlements stretching from Georgia to Maine. The student should therefore understand the significance of two forces: the conditions in Europe that caused the expansion westward, and the conditions in America and in the English colonies out of which came the United States.

BACKGROUND

I. Conditions in Europe

"The spiritual life of Europe, its civilization in the full and deep sense of the word comes from two sources and two only, Greece and Palestine."[1]

" . . . the spirit of the West, the modern spirit is a Greek discovery."[2]

It was the Crusades that set things in motion.

A. Contact with Hellenism and the intellectual revival in Europe – the Renaissance
   1. The Age of Discovery, the child of the Renaissance
   2. The Reformation: The Renaissance "crossed the Alps and became the Reformation." The Protestant movement, an all-important factor in American history; Calvin, the basis of religious and spiritual life of the English colonies. "Few men have exerted so pervasive an influence upon early American development as the French reformer, John Calvin."[3]
   3. The English Renaissance: Elizabethan force, vigor, and great literature as an American heritage

B. Contact with East through commerce. Increasing demand for eastern products – an economic motive for exploration

C. Military expeditions and weakened feudalism. The rise of strong monarchies in England, France, Spain, and Portugal, facing west, furnishes the necessary implement for the expansion of Europe to America.

LEARNING EXPERIENCES AND ACTIVITIES

Text: Baldwin, L.D., Chapters I, II, III
American Book Company

Sheehan, Donald, **Making of American History**
Volume I

Andrews, C.W., **Colonial Period of American History** – Volume I

Explain thesis of Webb, W.P.

Great Frontier – Metropolis (Europe) and its Great Frontier Global and Scattered from about 1500 to 1900 – Chapter I

Nettles, C.P., – **Roots of American Civilization**
Chapters I, II, III, IV

Rossiter, Clinton, **Seedtime of the Republic**
Puritanism – Chapter 2
Religious Liberty related to political liberty

Have students write at least two papers (essays) on background, written in class on topics suggested, e.g., "Influential Crusades," "The Webb Thesis," "The Great Navigators," "Europe about 1500," "Puritanism," and on topics below on Colonial Period.

II. English colonial history

A. The American nation is largely the result of the merging of two forces:
   1. English institutions: the dominating factor in American life, in spite of various important non-English elements in colonial times and a considerable con-

Andrews: **The Colonial Period** – Volume I, Chapters I, II, III, IV

Notes – **The English People On the Eve of Colonization**

Outstanding features of English Institutions – Papers prepared on such topics as: "Colonial Charter," "Elements of Colonial Self-government,"

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1. Sir Richard Livingstone, **The Future of Education**
2. Edith Hamilton, **The Greek Way**
3. C.P. Nettles, **Roots of American Civilization**

tribution of various masses of non-English immigrants of later times
    2. The impact of the frontier: contact of the settler with primitive man and primitive nature, resulting in characteristic traits that are called "American"

- B. English history as determining the course of history of English colonies in America
    1. The Age of Elizabeth, as the basis for religion, sea power, colonial power, foreign policy, literary and intellectual brilliance
    2. 1603–1688: the struggle between Crown and Parliament in England at the time the English colonies were founded. Puritan Roundheads and Royalist Cavaliers in America lay foundations for American government, thought, and revolution.
    3. The part played by American colonies, still a part of England, in wars which England won – only in the end to lose the thirteen English Colonies – The Revolution

and "Economic Expansion and Business Enterprise."

English history will need the teaching of facts on: Tudors – 1485–1603 (stress Elizabeth and Puritan Revolution in England with effects on American Puritan New England);

Royalists' immigration to the South;

Revolution of 1688 with the Bill of Rights.

OUTLINE OF CONTENT

UNIT ONE: The American Revolution – 1763–1783

- I. Fundamental causes
    - A. The political background
    - B. The economic background
    - C. The social background
    - D. The problem of Empire: conflict of unity with central control and liberty of self-governing colonies
- II. Immediate causes, 1763–1775
    - A. Events from Peace of Paris of 1763 to Lexington and Concord, 1775
    - B. Political conditions in England – Britain's New Colonial policy
    - C. American leaders with special attention to:
        1. Sam Adams – political genius and agitator
        2. John Adams – philosopher, lawyer, and scholar
        3. Paul Revere – jack-of-all-trades and master of one
        4. James Otis and
        5. Patrick Henry – orators
        6. John Dickinson – letters of a Pennsylvania farmer
- III. The War
    - A. Military events
    - B. Importance of sea power
    - C. Great Americans: Washington, Franklin, John Adams, Jefferson
    - D. Foreign relations
    - E. Continental Congress
    - F. The peace

Text: Baldwin – Chapter IV (pp. 83–119) (Three weeks)

Sheehan Volume I – Unit I and

Carl Becker's – **Spirit of '76** of Unit II

Have students prepare a paper, written outside of the class, on "The Fundamental Causes of the American Revolution."

Written test on "Immediate Causes" in class with emphasis on dates and facts; include British Empire of 1763 – Peace of Paris. Have class reports on topics suggested by teacher – backed by good resource materials.

Have class reports on the war.

Class map test on military events and Peace Treaty of 1783.

UNIT TWO: The New Nation – 1783–1801

Independence being won, it remained to be seen what would happen to this new republic "dedicated to the proposition that all men were created equal." Issues were complicated and there was a good deal of unrest. The aristocratic merchants clashed with western farmers: people were for or against centralization. The country was, on the whole, prosperous; and order evolved with conservative aristocrats in control. A period of constructive work and great men, it is fascinating to study.

- I. American ways and means – part of American protest and change
  - A. Change in land ownership
  - B. Disestablishment of Anglican church as symbol of British authority – a basis for separation of church and state
  - C. Advance of democracy as shown by states: elected senates replacing royal councils; voting qualifications lowered; governors and later, other officials elected
  - D. Reflection of social, economic, and political differences in discontent and conflict of interests
- II. Union of the states
  - A. Articles of Confederation
  - B. Accomplishments
    - 1. Land survey plan
    - 2. New colonial system – a bulwark of expansion
    - 3. Steps leading to Constitutional Convention (at Mount Vernon and Annapolis)
- III. The Constitution
  - A. The meeting at Philadelphia, May 25, 1787, to September 17, 1787: members, methods, and compromises
  - B. Plan of union and provisions of the Constitution
  - C. Ratification: peaceful revolution of a people against themselves
- IV. Making it work – the Federalist Period
  - A. Washington's administration, 1789–1797
    - 1. Character of Washington as a statesman
    - 2. Establishment of the new government
    - 3. Hamilton's financial plan
    - 4. Foreign affairs
  - B. Adam's administration, 1797–1801
    - 1. Adam's integrity, character, and experience
    - 2. Internal and political strife
    - 3. Difficult foreign relations, XYZ Affairs, Adam's determination to have peace
  - C. Legacy of Federalists: a working constitution, strong finance, prosperity, and peace

Text: Baldwin–Chapter 5
Sheehan Volume I and
Beard Volume I (Five weeks)

The Constitution As An Economics Document

(State of Missouri required passing a test on the Constitution. This objective test is furnished by school administration and all students **must** pass it to receive a diploma. Teach Constitution from the document itself – reading every word in class. This is to be done in about two weeks of unit time including a day for the objective test).

Other emphasis and testing:

Northwest Ordinance of 1787

Federalist Period

Morgan, Edmund, **Birth of the Republic** 1763–1789 (paper-back)

Have students write essay tests on: "Washington as a Statesman," "Hamilton's Finance," "Adam's War with France and Peace of 1800," "Political Parties," and "Legacy of Federalists."

UNIT THREE: Democratic Revolutions – 1801–1841

- I. Jefferson and Jeffersonian democracy
  - A. The man: scholar, philosopher, and astute politician

Text: Baldwin–Chapters VI, VII (pp. 147–208)
Sheehan **Foundations of Republic** Volume I, Unit II from pp. 148–319 (Four weeks)

B. The events of his administration

II. Conflicting opinions – (topics for special study)

A. The Embargo policy – successful failure

B. Gallatin – Hamiltonian financier?

C. Louisiana Purchase – Napoleon couldn't sell; we couldn't buy; so what?

D. Foreign Affairs – a disgrace, with an incompetent Secretary of State? – or a master job of procrastination?

E. The Randolph cousins – which one wins, Jefferson or Marshall?

F. The puzzles of the West: plots and deals-even treason; Burr and Wilkinson

III. Madison as President, 1809–1817

A. Foreign affairs. From bad to worse – War of 1812
   1. Did we blunder into war?
   2. Why did we fight England instead of France?
   3. Was it our "worst-fought" war?
   4. What was accomplished by war on the sea?
   5. What was the importance of our "fresh water" navies on the Lakes?
   6. What was New England's part in the war? Why the Hartford Convention?
   7. Treaty of Ghent – a lucky peace?

B. Domestic affairs

IV. Monroe – 1817 – "Era of Good Feeling"

A. The American party system

B. Nationalism and sectionalism

C. Topics and questions
   1. New leaders: Webster, Clay, Calhoun, Jackson, Benton
   2. Why did Calhoun and Webster shift their position on tariff?
   3. What were the implications of the Missouri Compromise?
   4. What was the South's changing attitude toward slavery?
   5. Internal improvements – roads, canals
   6. Treatment of Indians
   7. Panic of 1819
   8. Election of 1824 – a study in sectional rivalries

D. Foreign affairs: Monroe's great Secretary of State, John Quincy Adams
   1. Monroe Doctrine
   2. Disarmament of Great Lakes and Canadian frontier
   3. Pan-American relations
   4. Boundary settlements with Spain, England, and Russia

V. John Quincy Adams, 1825–1829

A. The man himself – his greatness

B. The one term as president (not outstanding)

C. The peaceful revolution of 1828

D. The new electorate: "common man"

The class should know that Henry Adams's History of the United States is the classic work on Jefferson's and Madison's administration and a masterpiece of historical writing (see Sheehan).

Topics for papers, class discussions, or panel reports can be drawn from the outline.

Essays and tests written in class should cover: use of source materials on Jeffersonian democracy, Marshall decisions (Read and explain one in source book first.), War of 1812, and Foreign Affairs.

Men and Issues – Rise of sectionalism, The issues of tariff, slavery, internal improvements, banking, and expansion must be understood as part of this period. The personality of the new leaders, especially Webster, Clay, and Calhoun should be emphasized.

John Quincy Adams (perhaps our greatest Secretary of State) after a disappointing term as President became "Old Man Eloquent" in the House of Representatives, until his death in 1848.

VI. Jackson, 1829–1837

- **A. Age of Jackson and New Democracy: universal manhood suffrage, spoils system, boss and machines, rise of popular press**
- **B. Issues of bank, nullification, Indian affairs**
- **C. Foreign Affairs: West Indian trade, claims against France**

VII. Van Buren, 1837–1841 – the heir to the throne

- **A. The panic of 1837 – why and what?**
- **B. Independent treasury system**
- **C. Advent of minor parties**

UNIT FOUR: Expansion and Conflict – 1841–1877

With the outstanding exception of Lincoln, presidential leadership is probably at its lowest point during this period. Prominent leaders were in Congress. By astute management, the South, a minority, directed American policy before the Civil War. It is still difficult, perhaps impossible, for an American to be without emotional bias in regard to our American Civil War; but faced with the vast amount of writing on the subject, he can be critical and rational. Apparently no phase of American history attracts such wide popular interest and, as we reach the centennial of Fort Sumter, and the war, that interest seems to deepen. The history teacher may well "make hay while the sun shines."

I. Expansion – manifest destiny

- **A. Annexation of Texas**
- **B. Mexican War: acquisition of Southwest and California**
- **C. Boundary settlements: Maine, Oregon, Gadsden Purchase**

II. Sectionalism

- **A. The chasm widens – the Cotton Kingdom versus the North, a study in contrasts.**
- **B. 1850, the last compromise**
- **C. 1860, the Election of Lincoln**

III. Civil War – 1861–1865

Note: Lincoln is probably the most interesting and important subject of study of this period (some will say of any period) of American history. Benjamin Thomas's Abraham Lincoln should be required reading – all of it. If something on the southern side is desired, Sir Frederick Maurice's Robert E. Lee, the Soldier, is suggested. Lincoln, the Statesman, and Lee, the Soldier, are the two great men formed by this ordeal by fire.

IV. Reconstruction – 1865–1877

- **A. Plans and theories of Reconstruction**
- **B. The North – region of industrial might and a new technical age with exploitation of natural resources**
- **C. The South – desolate and ruined, emerging as the "Solid South" of great significance (Negro problem)**

Jackson violent, colorful and controversial stands for himself, right or wrong, and for Jacksonian Democracy.

Text: Baldwin–Chapters VIII through XIII (Five weeks)

This is a great deal of history and the above chapters overlap both Units Three and Five but that is the very essence of history. It flows on with all the past part of our present.

Sheehan – Volume I – Part IV, pp. 322–462

The training of the greatest Civil War generals in the Mexican War is worthy of note, e.g., Lee, Grant, Jackson, and Thomas.

Required reading of Abraham Lincoln by Thomas, a splendid book. Use this as the basis for discussion of the Civil War and have an evaluative paper written on the book. (Have it written in class following an outline or questions given by the teacher.)

There is much recent writing on the Civil War and some of this should be used. Study Civil War techniques anticipating modern war.

D. Importance – Here are seeds of much of history since the war.

SECOND SEMESTER

UNIT FIVE: The Gilded Age, 1870's to 1890's

"The close of the Civil War brought in a period of social tinselry which deserves the name Gilded Age . . (it) was the germinal season of all that has come since in the way of progress."1

I. Economic conditions

  A. "Barons" of big business, ever-expanding communications, an age of machines, steel, coal, and oil

  B. Exploited labor, protesting with the Labor Movement

  C. The passing of the old frontier: the Great Plains with cow country and cowboy replaced by farmer and barbed wire

  D. Agrarian Revolt
    1. L.D. Baldwin, **Survey of American History**

II. Social conditions

  A. Huge fortunes and "conspicuous consumption"

  B. Upsurge of clubs, free public schools, and cheap publications with the decline of creative art

  C. Mass immigration

  D. Growth of cities with poverty and crime, on the one hand, and new comforts of living for the prosperous, on the other hand

III. Political conditions

  A. A bad connotation given to "politics" with scandals of the political machines

  B. Exciting elections such as the elections of 1884 and 1896 – not an age of great statesmanship

  C. Important issues and legislation: Pendleton Civil Service Act, Interstate Commerce Act, Sherman Anti-Trust Act, tariff laws, and the silver question

Text: Sheehan–Volume II – Chapters XIII, XIV, XV – Parts V, VI, VII
Adams, Henry and C.F., Chapters on Erie – good for a report on railroad scandals

Stress: 1. Populist Movement
2. Growth of Labor

Webb, W.P. **The Great Plains** – a splendid book, comes in paperback and is a must in order to know his thesis. Know the Turner Thesis – Frontier.

Turner, Frederick Jackson, **Significance of the Frontier in American History** (The Turner Thesis)

Conduct student panel discussions for such topics as:

"Agrarian Revolt," "Labor Organizations," "Big Business Leaders" (e.g., Rockefeller, Morgen, Carnegie, and many others).

UNIT SIX: Imperialism 1898–1914

The new "Manifest Destiny," "Inevitable Destiny," closed the nineteenth century and ushered in the twentieth century and a new age. With our new modern navy we won a "nice little war" with Spain. We acquired overseas possessions, formulated an aggressive foreign policy, and stated an Open Door Policy for China. American Imperialism was carried on by the first three presidents of the century.

Text: Baldwin – Chapter XVII; Sheehan. Volume II; Pratt, pp. 676–701

Foreign Affairs – under McKinley and Roosevelt

*See table on the Presidents of the United States – Baldwin – at the back of the book.

Students should know all the Presidents with dates, and much of the data in this table. (Test of the Presidents requires perfect paper.)

L.D. Baldwin, **Survey of American History**

UNIT SEVEN – The Progressive Movement – 1900–1917

I. Early twentieth century movement with backing of pragmatism and democratic spirit of reform

- A. **National Measures:** regulation of business, pure food and drug laws, conservation, direct election of senators, woman suffrage
- B. **State and local measures:** direct primaries, initiative, referendum, recall, welfare program with belief in social progress
- C. **Leaders in politics:** Robert M. LaFollette, Theodore Roosevelt, Woodrow Wilson

Text: Baldwin–Chapter XVI – Federal Reserve System (Book is free to teachers.)

Progressive Movement, published by Service Center for teachers of History – see professional aids.

Administrations of Roosevelt, Taft, and Wilson – in detail

At this point – review history of banking in the United States. (a) Hamilton and first and second banks of the United States, (b) Jackson's war on the bank, (c) Wildcat Banking Period, (d) National Banking Act, (e) Federal Reserve Act.

Federal Reserve Bank (Kansas City, Missouri) will furnish copies of book free for each member of the class.

UNIT EIGHT: World War I – 1914–1918

I. End of Pax Britannica with far flung implications

- A. The United States – Period of American neutrality, August 1914–April 1917. Idealism of Wilson and belief in the cause of "war to end war"
- B. The fighting on land and sea and organization on the home front for war
- C. Peace of Versailles and League of Nations

Text: Baldwin – Chapter XVIII – Nineteenth century isolation policy ends with the United States entering World War I. Why? Significance?

UNIT NINE: Reaction, Normalcy, The Mad Twenties and the Depression, 1918–1933

I. The twelve years between Wilson and F.D. Roosevelt

- A. Politics, elections, depressions
- B. Peace movements, reaction against war and League of Nations
- C. Prosperity, speculation spending, and credit expansion
- D. Prohibition, with bootleggers and speakeasies defying the law
- E. High standard of living, with automobile, radio, airplane, movie, and electric refrigeration

Text: Baldwin – Chapter XIX – William Allen White's **Puritan in Babylon** is a splendid book on Coolidge and the 1920's.

UNIT TEN: New Deal and Franklin D. Roosevelt 1933

I. THE FIRST PHASE – EMERGENCY PROGRAM 1933–1935

- A. Finance, Emergency Banking Bill, inflation
- B. Industrial and agricultural relief – much controversy, with Supreme Court having a say
- C. Direct relief for unemployment

II. Later New Deal working for constructive legislation

- A. Social Security
- B. Labor Relations Act
- C. Second A.A.A.
- D. Conservation and erosion control
- E. T.V.A.

Text: Baldwin – Chapter XX – Change in government functions toward the Welfare State. Why? Good? Bad?

The domestic policies of the Franklin D. Roosevelt era have changed much in these fields. Pros and cons should be brought out and the press still has much on this of current interest.

UNIT ELEVEN: World War II – 1939–1945

- I. The world goes from bad to worse
  - A. The Depression, a world condition
  - B. In Europe, dictators:
    - 1. Communism in Russia (Stalin)
    - 2. Mussolini and Fascism in Italy (1922)
    - 3. Hitler and Nazism in Germany (1933)
    - 4. Franco in Spain (1939)
  - C. Rome – Berlin Axis, 1936
  - D. Japan, military oligarchy, "Greater Asia Co-prosperity Sphere" with War on China, 1937
- II. American attitudes
  - A. Peace and strong reaction against foreign involvement
  - B. Good Neighbor Policy for the Americas
- III. "Total war" – September 1939–August 1945
  - A. Prelude to war in Europe from 1938, when German troops entered Austria, to September 1939, when Hitler's troops attacked Poland
  - B. United States and World War II. Neutrality Proclamation to Pearl Harbor, December 7, 1941
  - C. Fighting the war 1941–1945
  - D. The Peace and United Nations

Text: Baldwin – Chapters XXI, XXII

A recent book –
William L. Shirer – **The Rise and Fall of the Third Reich** has an excellent piece of writing on **The Historical Roots of the Third Reich and Intellectual Roots** (pp. 90–113 in Chapter 4).

See Fletcher Pratt – Battles that changed history – sixteen more than used originally. p. 316.

UNIT TWELVE: Post War Peace Without Security – Since 1945

- I. World tensions – Far East, Middle East, Europe
  - A. U.S. military and economic aid. Fear of Russia and communism
  - B. Home troubles
    - 1. Labor's problem
    - 2. Desegregation

Text: Baldwin – Chapters XXIII, XXIV

Send to American History Association Service Center for teacher blue book, **New Interpretations in American Foreign Policy.** Have a panel discussion of world tensions near the end of the year.

UNIT THIRTEEN: Postscript – Foreign Affairs

Survival may well depend upon the foreign policy of the United States. If, in a democracy, that policy must be controlled by popular will, then the knowledge of foreign affairs may be the most important part of an American history course. It is with these considerations in mind that the final unit of the year's work is devoted to the foreign policy of the United States.

- I. Read Felix Morley, **The Foreign Policy of the United States.** The purpose of:
  - A. To summarize and trace the foreign policy of the United States. (For this, also read Bailey, **Diplomatic History of the American People,** Chapter 51.)
  - B. To focus the attention of the student upon present world problems. (For this, also read **Headline Series – Foreign Policy Association, No. 126–or later issues.**)
  - C. To review the vital importance of foreign policy in the past and hope that we, the people, may learn from experience and survive.

Text:

Students should review the "Foreign Policy of the United States from Washington until today"; include recent Latin-American policy.

Have students read as widely as possible. Required reading might be **American Foreign Policy and the Blessings of Liberty,** by Samuel Flagg Bemis. (This was his presidential address before the American Historical Association in Washington, December 19, 1961. It is published in the **American Historical Review** for January, 1962.)

D. To study the process of the making of foreign policy — Is it democratic? (For this, also read Headline Series — No. 62, **Who Makes Our Foreign Policy?** Boller, Blain, April 1951; and Nol 127 — **U.S. Ferign Policy and Public Opinion**, Padover, Saul K., January, February, 1958.)

TESTING AND EVALUATION OF STUDENT PROGRESS

I. Testing

- A. Essay-type predominant
- B. Objective type for lessons like the U.S. Constitution — for factual information
- C. Map tests for colonies, expansion, military campaigns

II. Evaluation

- A. Bases
  1. The testing record above (objective)
  2. Evidence of initiative and independence in fulfilling objectives of the course — see pp. 1–2 (subjective)
  3. Cumulative record, written (objective)
     - a. Research papers indicative of competency in meeting general and specific "objectives of course" — pp. 1–2
     - b. Short papers on specific problems
     - c. Outside reading and the use thereof
  4. Cumulative record, oral (objective)
     - a. Class discussions: how the student backs up a point, disagrees by presenting evidence instead of opinion, correlates facts — one of the opportunities the teacher has to evaluate an individual student, though it is doubtful that a "daily grade" has any place in this college-level course. Some part of the grade evaluation, though, will surely come from the teacher's subjective judgment of students as they prove themselves in class discussion.
     - b. Questions: how intelligently the student seeks clarification of what he does not understand, how aware he shows himself to be of differing opinions — will he question the validity of just one source, for instance? While questions are actually a part of general class discussion, a teacher can learn a separate dimension of students' ability by attending to what kinds of questions they ask.
  5. The teacher's job is to see that no history lesson is an isolated event. It should be related to past and future and with an Advanced Placement class this correlation can be done effectively.
- B. Mechanics
  1. Symbols: E,S,M,I,F —— the scale as used by the Kansas City School System. On point basis, these are interpreted 4,3,2,1,0.
  2. Values: For determining class rank, a grade in the Advanced Placement (College Level) American history adds two points to the points given above —— except for F.

RESOURCE MATERIALS

* Bailey, Thomas S.,	**A Diplomatic History of the American People**	Appleton-Century-Crofts
* Baldwin, Leland D.,	**Survey of American History** (much used or required)	American Book
Bemis, Samuel Flagg,	**The United States As A World Power**	Henry Holt
* Commager, H.S.,	**Documents of American History**	Appleton-Century-Crofts
* Craven, Johnson, & Dunn,	**A Documentary History of American People**	Ginn
* Kennan, George F.,	**American Diplomacy, 1900–1950**	University of Chicago
	The People Shall Judge	* Selections by Staff of University of Chicago University of Chicago Press, 1951
Pratt, Julius W.,	**History of United States Foreign Policy**	Prentice Hall

Problems of American Civilization, (The Amherst Series, D.C. Heath Company) Some use is made of, for example: **Puritanism in America, The Turner Thesis, Pearl Harbor, The Yalta Conference**

* Sheehan, Donald,	**The Making of American History, I and II**	Henry Holt
* Thomas, Benjamin P.,	**Abraham Lincoln** (required)	Knopf

RESOURCE MATERIALS (Continued)

* Webb, Walter Prescott,	Great Plains)	can be obtained in	Houghton, Mifflin
	Great Frontier)	paper-backs from	Houghton, Mifflin
		Gosset and Dunlap	

* Required reading

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

See Audio-Visual Catalogue for appropriate motion pictures and film strips.

PROFESSIONAL AIDS

Advanced Placement Program Syllabus, College Entrance Examination Board, 425 West 117 St., New York 27, New York.

Publications of American Historical Association. Of great value are the publications of Service Center of Teachers of History. **The American Historical Review**, a quarterly publication, has good articles and comprehensive review of books.

Problems in American Civilization

under the editorial direction of George Rogers Taylor – Department of American Studies Amherst College – D.C. Heath and Company

Puritanism in Early America

The Causes of the American Revolution

Benjamin Franklin and the American Character

The Declaration of Independence and the Constitution

Hamilton and the National Debt

The Turner Thesis Concerning the Role of the Frontier in American History

The Great Tariff Debate 1820–1830 – Jackson vs. Beddle

The Transcendentalist Revolt Against Materialism

Slavery As a Cause of the Civil War

Reconstruction in the South

Democracy and the Gospel of Webster

John D. Rockefeller – Robber, Baron, or Industrial Statesman?

The Pullman Boycott of 1894 – Problem of Federal Intervention

William Jennings Bryan and the Campaign of 1896

Roosevelt, Wilson, and the Trusts

American Imperialism of 1898

Pragmatism and American Culture

The New Deal – Revolution or Evolution

Franklin D. Roosevelt and the Supreme Court

Pearl Harbor – Roosevelt and the Coming of the War

The Yalta Conference

Industry Wide Collective Bargaining Promise or Menace?

Education for Democracy

Immigration – An American Dilemma

Loyalty in a Democratic State

Pamphlets published by the Service Center for Teachers of History
400 A. Street, S.E.
Washington 3, D.C.

College Entrance Examination Board, 425 West 117 St., New York 27, New York. **Advanced Placement Program Syllabus.**

Billington, Roy A.	**The American Frontier** (For the Turner Thesis)
Boas, Marie	**The History of Science**

Bouwsma, William J.,	**The Interpretation of Renaissance Humanism**
Chambers, Mortimer,	**Greek and Roman History**
Crane, Robert I.,	**The History of India: The Study of Interpretation**
DeConde, Alexander,	**New Interpretations in American Foreign Policy**
Faissler, Margareta,	**Key to the Past**
Gibson, Charles,	**The Colonial Period in Latin American History**
Hucker, Charles O.,	**Chinese History: A Bibliographic Review,**
Idzerda, Stanley J.,	**The Background of the French Revolution**
Jordan, Philip D.,	**The Nature and Practice of State and Local History**
Lampard, Eric E.,	**Industrial Revolution: Interpretations and Perspectives**
Lyon, Bryce,	**The Middle Ages in Recent Historical Thought: Selected Topics**
Morgan, Edmund S.,	**Civil War and Reconstruction: A Review of Changing Interpretations**
Mowry, George E.,	**The Progressive Movement, 1900–1920: Recent Ideas and New Literature**
Sellers, Charles G.,	**Jacksonian Democracy**
Shafer, Boyd C.,	**Nationalism: Interpreters and Interpretations**
Singletary, Otis,	**The South in American History**
Stevens, Harry R.,	**The Middle West**
Ward, Paul L.,	**A Style of History for Beginners**
Winks, Robin W.,	**Recent Trends and New Literature in Canadian History**
Wright, Louis B.,	**New Interpretations of American Colonial History**

GRADE TWELVE — SOCIAL STUDIES

CURRENT AFFAIRS

(ELECTIVE - ONE YEAR)

UNITS OF STUDY

(General Course)

Unit One: We Learn How to Study Problems in Current Affairs and Seek their Solution.

Unit Two: We See American Democracy Challenged by Other Competing Ideologies.

Unit Three: We Learn How to Meet the Challenge By Studying Our Current Political and Governmental Affairs.

Unit Four: We Study Current Affairs Relating To Our Capitalistic Economic System.

Unit Five: We Identify Current Personal and Social Affairs Needing Individual and Group Study.

CURRENT AFFAIRS – Grade 12 – Elective – one year

Unit One: We Learn How to Study Problems in Current Affairs and Seek Their Solution.

Suggested Time – Three Weeks

OVERVIEW

In this unit we describe the nature of everyday problems that we face in current affairs and explore the steps which may be taken in solving or reconciling these problems.

Some guiding principles for handling current affairs include: A greater proportion of time devoted to the contemporary scene (approximately one-quarter), the extensive use of weekly current events materials, and the emphasis on the relationship of past and present in future developments.

The teacher of current affairs should guide, not dominate, the study of the contemporary United States and world issues in order to show their relation to our government's policies and actions. It is important for the student to see how American democracy uses group dynamics in defining and analyzing problems, in gathering and organizing information, in planning and evaluating solutions, and in taking follow-up action. Students in current affairs can experience a very realistic role in this process under the guidance of the classroom teacher. Extensive use of current materials, visuals, resource speakers, field trips, committee studies, and individual student research will help enrich and make highly functional the current affairs course.

SPECIFIC OBJECTIVES

To develop in pupils an understanding of the democratic processes and the importance of group dynamics in their interpretation of current affairs

To help pupils gain an appreciation for the part that the United States plays as it participates in and assumes responsibility for helping to solve or reconcile local, state, national, and world problems

To teach students to think critically about current affairs and the solutions for contemporary problems

OUTLINE OF CONTENT

I. We survey the kinds of problems that must be solved in a democracy.
   - A. Classification of problems
     1. Economic problems
     2. Social problems
     3. Political problems
     4. Composite nature of problems
   - B. Group attitudes toward problems
     1. Conservative
     2. Radical
     3. Liberal
     4. Middle-of-the-Roader

II. We use scientific techniques in problem-solving.
   - A. Define the problem.
   - B. Analyze the problem.
   - C. Gather information.
   - D. Organize information.
   - E. Plan a solution.
   - F. Act upon solution.
   - G. Test and revise solution in action.

III. We define and analyze the problem.
   - A. The correct approach
     1. Approach the problem with curiosity.
     2. Approach the problem with an open-mind.
     3. Approach the problem with willingness to work.

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Have students bring to class from recent newspapers and magazines illustrations of current problems which show the kinds of thinking being done as problems unfold and solutions are proposed.

Prepare and give a report on a TV panel or news program which describes current affairs and problems of public concern.

Show how contemporary problems may have complex and composite natures. Describe how conservatives, radicals, liberals, and middle-of-the-roaders might react in arriving at solutions to current problems.

Motion Pictures:

00–267	**Backfire**
00–302	**Pressure Groups**

Show and describe such a film as TVA and tell how you think this project was influenced by problem-solving techniques. Be specific. Use references.

Describe the various steps and procedures you think were taken in the growth and development of Social Security in the United States.

Motion Pictures:

0–711	**Scientific Method**
00–123	**TVA**
00–239	**Federal Reserve System**

Select some current problems and write them on the blackboard. Help the students define a particular problem carefully.

Administer an attitude test to the class and discuss the results with the class: questions concerning open-mindedness, considering problems

B. State or define the problem.
    1. Form a clear yet brief statement of the problem.
    2. Several smaller, related problems may be blended into the central problem.
    3. The central problem may be too large to investigate as a unit; therefore, an investigation of the smaller problems may be desirable.

IV. We must gather and organize information.

A. Sources of information
    1. Reference sources
    2. Books
    3. Periodicals
    4. Newspapers
    5. TV and radio commentators
    6. Sponsored materials
    7. Interview of an authority
    8. Surveys conducted

B. Organizing the information
    1. Take notes during reading.
    2. Define key terms.
    3. Separate non-essential materials from essential.
    4. Differentiate between fact and opinion.
        a. What is the background of the author?
        b. Are stereotypes used to color attitudes?
        c. Are emotionally loaded phrases used?
        d. Are irrelevant arguments used?
        e. Are statistical fallacies present?
    5. Reorganize your materials as your progress.

V. Plan a solution.

A. Try different arrangements of information until you find the one that seems the best solution.

B. Be sure you have considered all the facts and their relationships involved in the problem.

VI. Test and revise the solution in action.

A. Decide how you are going to stimulate action.

B. Decide what results you can anticipate and when.

C. Acting on your solution may take as long as finding the solution.

D. As new information accumulates, you must intelligently change your course of action if conditions require it.

in an unbiased way.

Explain how democracy helps us in (1) getting information, (2) judging propaganda, (3) looking at all sides of problems, and (4) setting up a standard of values to use in planning solutions to problems appropriate for a democratic country.

Have students bring to class or develop a paper in class which shows a central problem too large to investigate as a unit. Have them show subproblems which must be developed as we consider the over-all unit problem.

Have a committee of students prepare a panel discussion on different presentations by news magazines of the same item or topic. Assign a student to read and report on all the information presented in a particular magazine. Use **Time, Newsweek, United States News and World Report, New Republic, The Nation,** etc. Check for differences and editorializing.

Have a group of students develop a panel study of a labor-management problem. Some students should read information published by the Manufacturers' Association and others should read CIO and AFL materials. The discussion should point out the stand of each on the problem (hours of work, fringe benefits, pensions, etc.)

At some point in the topic development the teacher should take different articles and explain to the class the background of different authors and their motives in forming a point of view. Show examples of emotionally loaded phrases, irrelevant arguments, and statistical fallacies.

Motion Pictures:

0–553	**Propaganda Techniques**
0–340	**Public Opinion**

Keep a record of the number of columns dealing with foreign news in prominent newspapers of our country for a period of one week. What proportion of the news is from our country? From Europe? From Africa? From the Far East? From Latin America?

Have students select a problem to follow in the newspaper and collect articles and editorials for and against proposed solution.

Have each student write a paper explaining how he or she has solved a problem in the past, using scientific problem-solving method. Have students employ the **Style Sheet for Written Work.** (see appendix C)

Prepare a bulletin board display of illustrations showing the scientific approach to problem-solving.

When your community is faced by a difficult problem, what procedures are followed by governmental legislative or executive bodies in their attempts to meet the problem? Show how politics can sometimes get in the way of best procedures for problem-solving of a serious community problem.

VOCABULARY

alternatives
apathy
belief
expert
fact
identify
indifference
ingratiating
libel
liberty
license
opinions
perspective
prejudice
propaganda
rumor
slander
stereotype
telephoto
testimonial

IDENTIFY

Associated Press
band-wagon device
captive audience
card stacking
defining a problem
foreign correspondent
freedom of speech
name-calling
newspaper chain
Joseph Pulitzer
Radio Free Europe
research skills
Reuters
"slanted" news
"scoop"
Tass
U.S.I.A.
wire services
John Peter Zenger

CULMINATING ACTIVITIES

Discuss critically in class the statement made by a high school senior: ". . . . Patriotism has outlived its usefulness . . . . . It is necessary to replace loyalty to the nation with an even higher loyalty – loyalty to the world."

Have a committee select a pressing problem in current affairs and follow through in examining the facts, suggesting possible solutions, and pointing out the necessary participation and responsibility of the people in the ensuing democratic process.

Have interviews with several important people and compile a survey sheet of current issues and/or problems. On the basis of your survey results, develop your plan for handling the issue or the solution of the problem.

Prepare and give a dramatization of a TV news broadcast on a current affair or issue. Interpret the happenings in an objective and fair manner, stating any opinion or personal reaction as other than actual fact.

EVALUATION

Through objective and subjective checking determine students' understanding of and skill in thinking through problems in current affairs.

Observe evidence of students' knowledge of and attitudes toward different social, political, and economic problems as evidenced in given learning experiences and activities.

Determine through written work and supplementary reading students' ability to suspend judgments and opinions until they have the facts.

Evaluate students' skill in keeping an objective and open-minded approach toward problems in varying human relations.

Evaluate the growth and quality of students' comments as they discuss current news media, and contemporary issues and personalities.

RESOURCE MATERIALS

Dunwiddie, William E., and Kidgar, Horace, (text)	**Problems of Democracy**	Ginn
Arnold, Joseph Irvin, and Philippi, Harlan A.,	**Challenge To American Youth**	Row, Peterson
Blaich, Theodore P., and Baumgartner, Joseph C.,	**The Challenge of Democracy**	McGraw-Hill
Hall, J. Oliver, and Klinger, Russell E.,	**Problem Solving In Our American Democracy**	American Book
Hanna, Savonne, A.,	**Facing Life's Problems**	Rand McNally

RESOURCE MATERIALS (Continued)

Patterson, D. Howard, and Little, A. W.,	**Problems In American Democracy**	**Macmillan**
Rienaw, Robert,	**American Problems Today**	**Heath**
	American Observer	**Civic Education Service 1733 K Street., N.W. Washington 6, D. C.**
	Newsweek	**Newsweek Incorporated, New York**
	Our Times	**American Education Press, Columbus, Ohio**
	Scholastic	**McCall Street, Dayton 1, Ohio**
	Time Magazine	**Time Incorporated, Rockefeller Center, New York**
	U. S. News and World Report	**United States Publishing Corp. Washington, D. C.**

AUDIO VISUAL INSTRUCTIONAL MATERIALS

00–180	**It's the Brain That Counts**
00–71	**Mr. and Mrs. America**
00–337	**Opportunity, U.S.A.**
0X–209	**Civil Defense in Schools**
0Q–281	**Building a Nation, Isreal**

PROFESSIONAL AIDS

Chase, Stuart,	**Live and Let Live**	Harper
	The Tyranny of Words	Harcourt, Brace
	Goals for Americans	(President's Commission on National Goals)
Goff,	**Public Opinion and Propaganda**	Holt
Howe,	**The News and How To Understand It**	Simon and Schuster
Lasswell,	**Propaganda Techniques in the World War**	Knopf
Lippman, Walter,	**Public Opinion**	Macmillan
Lundberg,	**Imperial Hurst**	Modern Library
Lydgate,	**What America Thinks**	Crowell
Packard, Vance	**The Hidden Persuaders**	McKay
Powdermaker,	**Probing Our Prejudices**	Harper
Raob, Earl, and Selznick, Gertrude J.,	**Major Social Problems**	Row, Peterson
Steffens, Lincoln,	**The Autobiography of Lincoln Steffens**	Harcourt, Brace
Zelomek, A. Wilbert,	**A Changing America: At Work and Play**	Wiley

CURRENT AFFAIRS – Grade 12 – Elective – one year

Unit Two: We See American Democracy Challenged by Other Competing Ideologies.

Suggested Time – Five Weeks

OVERVIEW

In this unit we trace the historical development and the menace of communism and other ideologies in the world today. The nature and threat of communism are developed, and the measures to contain and combat it are pointed out in the record of recent and contemporary history.

The population explosion is studied in relation to its influence in creating acute world tensions and complex problems. Overpopulation is examined as to its causes, its extent, and its effects on the standard of living and on development of congested areas of the world. Proposals which have been made for solving the world population problem are evaluated. Some of the actions which are being taken and some of the things we can do about the overpopulation problem are carefully considered in the light of cultural differences.

We trace the historical developments in our international relations, diplomacy, foreign policies, alliances, treaties, and the actual handling of foreign relations. International organizations of the past and present are examined, especially the organization and achievements of the United Nations. Developments and our active measures in the Cold War are described and evaluated.

Extreme nationalism, aggression, imperialism, and wars are constant threats to the safety and security of peoples everywhere. They are costly in human suffering, in material loss, and in the lives of millions of people. Some scholars say that the first part of the twentieth century will go down as one of the most cruel and destructive periods of all times. A third world war would be a terrible and unnecessary catastrophe for civilization.

Students should see that we are carrying on a program of defense, military and economic aid, and calculated risks in international affairs. We are co-operating in exploring plans for disarmament, the methods of a reliable inspection system, and future summit conferences. However, we are remaining realistic, and we are maintaining our security measures; and, as Louis Hale has suggested, our securing and maintaining a free and enduring peace may well rest on "Our integrity, our ability to cope with our own problems, our cultural strength and attractiveness, and the promise of our ideals and achievements."

SPECIFIC OBJECTIVES

To develop in students an understanding and an appreciation of the nature and progress involved in world tensions and the solution of current world problems

To help pupils recognize the specific measures and progress which the United States has developed co-operatively with other nations

To help students evaluate definite action which our country might take to help insure security and maintain peace and good will among the peoples and nations of the world

To point out to students the methods of detecting trends and dangers that are involved in Fascist, Nazi, Communist, and totalitarian ideologies

To create in students attitudes of fairness, tolerance, and suspended judgment toward all peoples in the world today

OUTLINE OF CONTENT

I. Communism and other ideologies are a challenge to the democratic nations.
  A. Historical background
    1. Definition of communism as an ideology
    2. Conditions of workers
    3. The theories of Karl Marx
    4. Errors in Marxian theory
    5. October revolution of 1917
    6. Lenin as dictator
    7. Stalin as dictator
    8. Khrushchev as dictator
  B. Present objectives of communism
    1. World domination
      a. Progress to date
      b. Chinese communists
      c. Communism in the Middle East
      d. Military aggression in Southeast Asia
      e. Competing for neutral nations
    2. Destruction of capitalism

LEARNING EXPERIENCES AND ACTIVITIES

See text.

During one week have students collect and display news clippings of important developments in the Cold War.

Set up committees to work on the following projects and have them report their findings to the class: (a) Collect data on the five-year plans of the Soviet Union and on their success or failure; (b) Secure all the information you can on conditions inside the U.S.S.R.; (c) The Russian blockade of Berlin during the "cold war;" (d) The change in the Soviet "line" at the Soviet Congress of 1956; and (e) The two related ideologies of Russia and China.

Write an editorial on how totalitarianism destroys individualism and curbs the human spirit.

3. Domination of technology
    a. Military importance
    b. American education vs. Soviet education

C. Communism in practice
  1. Role of Communist party
  2. Communist party organization
  3. Communist party controls all sources of information.
  4. Communists' ideas on religion
  5. Communists control soviet economy.
    a. Industry
    b. Agriculture
    c. Quota system
  6. Social classes in the Soviet Union
  7. Signs of trouble in Russia

D. Power of communism
  1. Speed in making political decisions (autocratic)
  2. Economic stability by regimentation
  3. Rapid economic development
  4. Controlling all efforts of population toward a common goal

E. Challenge of communism
  1. Fighting communism in our country
  2. Foreign aid
  3. Cultural exchange
  4. Negotiations

F. Other ideologies
  1. Nazism
  2. Fascism
  3. Totalitarianism – military dictatorship; abuses and atrocities

II. Overpopulation is a problem which confronts the modern world.

A. Historical background
  1. Rate of increase – world
  2. Geographical areas where rate has been the greatest
  3. Problems created by overpopulation

B. Causes of overpopulation
  1. Decrease of death rate
  2. Increase of birth rate

C. Overpopulation is a world problem.
  1. Predictions of Thomas Malthus
  2. Food and population ratio
  3. Population and resources ratio
  4. Living standards decrease with overpopulation.
  5. Economic development is slowed by overpopulation.
  6. The overpopulation problem creates world tension.

D. Proposed solutions
  1. Ignore the problem.
  2. Increase food production.
  3. Use our food surplus in a proposed solution.
  4. Immigration
  5. Planned parenthood

Select panel groups to discuss the following subjects in the class: (a) The case for and against outlawing the Communist Party in the United States; and (b) Recognition of Red China and her admission to the United Nations.

Have students write an essay on the influence of human misery in nurturing radical doctrines, and why the idea of a classless society appeals to people in distress. Give examples from recent history.

Have a group of students prepare a bulletin board display comparing the United States Constitution with the U.S.S.R. Constitution. The display should illustrate which provisions are practiced by the respective governments. Give examples showing how Russia **sub-verts** its constitution. Be specific.

Have a group of students make a study of the Russian educational system and compare it with the school systems of this country. Analyze the advantages and disadvantages of going to school under the Soviet system of education.

Have the students conduct a symposium on the following ideologies: Nazism, Fascism, and Communism as contrasted with Democracy. Have a panel discussion following the symposium. It is very important that the teacher point out the difference between an economic and political system, and yet show how they are basically interrelated.

Motion Pictures:

00–635	**China Under Communism**
0X–195	**Russia**
00–589	**Russian Life Today – Inside the Soviet Union**
0X–148	**Ruble War – Parts I and II**

Have each student write a paper entitled "Birth Rate Seems to Fall as Industry Develops." Check to see if each student understands the statement. (Explain to the class the past relationship between industrialization and birth rate.)

The World Health Organization is much concerned with raising health standards of people in densely populated areas. Have a committee make a study of WHO. What are some of the activities of this organization? How can interested individuals and groups aid in the work of WHO?

As a classroom activity have small groups darken in certain areas on an outline map of the world, areas that are considered to be overpopulated.

Have a bulletin board committee design and produce a display illustrating the birth rate as compared with the death rate.

Have each student write an essay on his solution to the overpopulation problem. Remind the class to keep the proposed solutions in mind.

Have a student write a letter to CARE and request information concerning its progress in the area of assistance to underdeveloped nations.

To clinch this unit, have a class discussion, developing one of the following: (a) a present-day problem; (b) a problem of the students generation; and (c) a religious and moral problem today

E. Action being taken on problem
   1. United Nations agencies
   2. Technical-assistance programs
   3. Private groups
   4. Government programs

F. The future solutions
   1. Urgency and scope of problem
   2. Adapting scientific methods of problem-solving to the overpopulation problem

III. The United States attempts to further world peace through diplomatic relations and the United Nations.

A. Historical background
   1. Foreign policy during colonial period
   2. Foreign policy from colonial period to 1898
   3. Foreign policy 1898 to present
      a. Changing view of isolationism
      b. Leading role in United Nations
      c. Assisting underdeveloped nations
      d. Carrying on the "cold war"

B. The basic step toward good foreign relations is human understanding.
   1. Rapid transportation and communication
   2. All have common problems
   3. Student exchanges
   4. People-to-People Program

C. International relations
   1. Determining our foreign policy
   2. Conducting foreign policy
      a. Traditional channels
      b. Special meetings
      c. Summit meetings
      d. International organization

D. International organizations
   1. League of Nations
   2. World Court
   3. International Court

E. The United Nations
   1. Historical background 1941–1945
   2. Obligations of members
   3. Organization
      a. General Assembly
      b. Security Council
      c. Economic and Social Council
      d. International Trusteeship Council
      e. Secretariat
   4. Specialized agencies
   5. Universal Declaration of Human Rights

F. Cold War 1945 – present
   1. Real peace after World War II not realized
   2. Truman Doctrine
   3. Marshall Plan
   4. Point-Four Program
   5. Firm policy against Russia

G. Alliances of the United States
   1. North Atlantic Treaty Organization
   2. Organization of American States
   3. Southeast Asia Treaty Organization
   4. Antarctica Treaty

H. Changing foreign policy
   1. Role of United Nations
   2. Foreign aid
   3. Peace Corps

Films:

00–268	**India: Pakistan and Union of India**
00–38	**Indonesia – New Nation of Asia**

Appoint a committee to prepare a list of television programs which present information in international affairs.

Have the students chart on the map of the world areas that represent trouble spots.

Conduct a debate on the following topic: Resolved: That the Veto Power of the Big Five in the United Nations Security Council Should be Abolished.

Appoint a committee to write to the United States Office of Education, Washington, D. C., and obtain the names of young people in foreign countries who will correspond with members of the class.

Conduct a panel discussion on the following question: Is American economic and military aid to other nations strengthening our world position or weakening us by draining off our wealth and resources?

Appoint a committee to list magazines, booklets, and other publications containing information on foreign affairs. The committee should also assemble for class use sample copies of as many of these publications as are available.

Have a group of students write and present to the class a report tracing the development of **collective security** since 1947. Discuss whether or not military treaties under collective security have tied the free world together into one alliance.

Appoint a small committee to prepare and administer a quiz program based upon forty questions concerning the framework of the United Nations.

Plan a mock meeting of the Security Council. Select individual members to represent the eleven countries in this body. Discuss any current problem on which the Security Council must take action. Be certain that each representative upholds the views of his country on the issue involved. (Use **Time** and other weekly magazines.)

Have one student responsible for maintaining a United Nations' bulletin board display. To be effective it must be kept current from day to day.

Motion Pictures:

00–403	**Planning Our Foreign Policy**
00–83	**People's Charter**
0X–122	**Woodrow Wilson – League of Nations**
00–341	**Tower of Destiny**

IV. The United States works for world peace.
  A. Historical background
    1. Wars are costly.
    2. The after-effects of war are distressing.
    3. The causes of war
      a. Psychological
      b. Economic
      c. Human freedom
      d. Geographic factors
    4. Balance of power
  B. Sources of tension
    1. Communism
    2. Nationalism
    3. Anti-Western feeling
    4. New weapons
    5. Arms' race
  C. Our problems in dealing with the communists
    1. Communists' failure to live up to the treaties
    2. Lack of compromise in reaching an agreement
  D. Problems in dealing with nationalistic tensions
    1. Difficulties in dealing with newly independent nations
      a. Aim should be to co-operate with new nations and maintain friendship of our free-world alliances.
      b. We are labeled "imperialistic" because of our association with European "ex-colonial" powers.
    2. Policies for dealing with nationalism
      a. Increased economic aid is suggested.
      b. Give more aid through international agencies.
      c. Help to train unskilled workers.
  E. Problems of maintaining our security
    1. The "big-stick" policy
    2. The ability to fight limited war policy
    3. Stronger defense system policy
  F. Disarmament for survival
    1. A workable disarmament plan
    2. Stalled disarmament negotiations
    3. Reliable inspection system
    4. Shortcomings of past inspection systems
  G. The role of each person
    1. Be realistic.
    2. Inform oneself on the problems of war and peace.
    3. Attempt to understand people of different nationalistic and cultural backgrounds.

VOCABULARY

bourgeoisie
calorie
capitalist
containment
discrimination
dispersal
emigration
imperialism
malnutrition
nationalism
neutrality
proletariat
retaliation
revolution
secretariat
subversion
technical
trusteeship
veto

Select panel groups of four to six class members to discuss the following problems: (a) Disarmament as a way to peace; and (b) Ways to remove the causes of war.

Form committees to work on the following projects; upon the conclusion of their work have them report their findings to the class: (a) Interview at least twenty persons in your community. Find out what their opinions are on the kind of foreign policy our country should have; (b) Make a study of the entire Korean problem from the time of World War II to the present; (c) Make a study of the chief bases of conflict between the Soviet Union and the United States. What are the intentions of the Soviets and how do those differ from American policies for establishing the peace? Can these bases of conflict be improved through mediation between the two powers? and (d) Make a study of the leading factories and stores in your community and find out what materials they use that are imported. Are any materials produced in your community for export to foreign countries? From your study draw conclusions on the importance of world trade to our country.

Have the students clip from the local newspapers articles, editorials, and cartoons on some phase of military preparedness. Have students read the articles carefully and write their own comments below each clipping.

Plan a model meeting of the President and his entire cabinet. Discuss the whole subject of communist expansion and draw up a plan for increased military and economic aid to our allies. How does this help contain communism?

Have the students write an essay on "Military Preparedness" explaining why it is essential to the maintenance of world leadership.

Select committees of three to five students to work on the following projects: (After a thorough investigation of each problem, findings should be reported to the class.) (a) Secure all the information you can about the United States Air Force, its ability to defend us against a major air attack and its capacity for delivering a mass retaliation against an enemy; (b) The Central Intelligence Agency, its work of espionage; (c) The contribution of industry to our military preparedness program; and (d) The activities of the women's military outfits in the last war. What part do you think women can play in setting up our national security program?

What career opportunities exist for women in the service?

Motion Pictures:

00–5 **World History – An Overview**
00–314 **World Balance of Power**

IDENTIFICATIONS

ANZUS
balance of power
Bolsheviks
"brush fire" wars
CARE
"cold war"
Das Kapital
Friedrich Engels
Fullbright Act
inspection system
Nikita Khrushchev
Lenin
Thomas Malthus
Karl Marx
NATO
Peace Corps
peaceful coexistence
Point-Four
SEATO
Security Council
Sputnik
Joseph Stalin
Truman Doctrine
UNESCO
UNICEF

CULMINATING ACTIVITIES

Using a film such as "Defining Democracy" (00–316), have a committee discuss the characteristics of democracy as contrasted with those of despotism – i.e., shared respect and shared power, restricted respect and restricted power; economic balance and enlightenment, slanted economic distribution and controlled information. Give case studies and examples of democracy as contrasted with despotism and totalitarian governments.

Prepare and present a panel discussion followed by an open forum on a comparison of democracy and capitalism with totalitarian governments. Relate to contemporary affairs and current news items.

Using Colegrove: **Democracy versus Communism,** refer to "clinching" charts and summaries (set off on pages); read and interpret them before the class. (Follow by class discussion, by a committee or by a seminar type of approach.) If possible, use an over-head or opaque projector or some visual aid, for your presentation. Students can help plan and carry out this activity.

Organizing the class **democratically** with elected officers, plan learning experiences and activities through class participation, under the guidance of the teacher and through the leadership of the students. Have the class president moderate or appoint someone to moderate various activities; also give the president and vice-president responsibilities in following through on projects and activities. Remember **your class** is really **our class.**

EVALUATION

Through learning exercises and activities determine students' knowledge of recent and contemporary developments in our foreign relations and in the specific measures and achievements in containing and combating the various "isms."

Observe through check-ups and discussions students' understanding of the essential differences between communism and totalitarian governments and democracy.

Discover through written work and discussions which require critical thinking, students' recognition of the population explosion as a world problem and their ability to think through possible solutions.

Determine students' appreciation and understanding of the United Nations and its achievements, (Its weaknesses and its strengths.)

Evaluate through written and oral means students' knowledge of the causes and results of war and our efforts and achievements to maintain and extend freedom under the law for all peoples everywhere.

Judge students' ability to recognize our attempts at helping to arrive at measures to bring about world security and peace without sacrifice of our liberty and heritage.

RESOURCE MATERIALS

Dunwiddie, William E., and Kidger, Horace, (text)	**Problems of Democracy**	Ginn
Anti-Defamation League of B'nai B'rith,	**The Profile of Communism** (paper-back)	Freedom Books
Caldwell, John C.,	**Communism In Our World**	
Colegrove, Kenneth,	**Democracy versus Communism** (Rev. 2nd Ed.)	D. Van Nostrand
Cronyn, George W.,	**A Primer on Communism**	Dutton
	Developments in Military Technology and Their Impact on United States Strategy and Foreign Policy	Committee on Foreign Relations, United States Senate, U. S. Government Printing Office

Deutsch, Albert,	**The World Health Organization**	Public Affairs Pamphlet No. 265
Deutscher, Isaac,	**The Great Contest: Russia and the West**	Oxford University Press
	Facts on Communism, Volume I	Committee on Un-American Acti ties, House of Representatives, House Document #336
Fainsod, Merle,	**How Russia Is Ruled**	Harvard University
Gardner, Richard N.,	**New Directions in U. S. Foreign Economic Policy**	Headline Series, Foreign Policy Association
Gavin, James M.,	**War and Peace in the Space Age**	Harper
Gibney, Frank,	**The Frozen Revolution, Poland: A Study in Communist Decay**	Farrar and Strauss
Gunther, John,	**Inside Russia Today**	Harper
Gibney, Frank,	**The Khrushchev Pattern**	Dull, Sloan, and Pearce
Hartshorne, Merrill F., and Gillespie, T. Marcus,	**A Selected Annotated Bibliography to assist teachers in Teaching About Communism**	National Council for Social Studies
Hazard, John N.,	**The Soviet System of Government**	University of Chicago
Hendel, Samuel, (Ed.)	**The Soviet Crucible**	D. Van Nostrand
Hoover, J. Edgar,	**Masters of Deceit**	Holt
Joseph, Franz M.,	**As Others See Us: The United States Through Foreign Eyes**	Princeton University Press
Kennan, George,	**Russia and the West Under Lenin and Stalin**	Little, Brown
Kulski, W. W.,	**The Soviet Regime, Communism in Practice**	Syracuse University
Lie, Trygve,	**In The Cause of Peace**	Macmillan
Macek, Joseph,	**An Essay on the Impact of Marxism**	University of Pittsburgh Press
Medaris, General John B.,	**Countdown for Decision**	Putnam's
Novak, Joseph,	**The Future Is Ours, Comrade: Conversations with the Russians**	Doubleday
Overstreet, Harry and Banaro,	**The War Called Peace: Khrushchev's Communism**	Norton
Shippen, Katherine B.,	**The Pool of Knowledge: How the United Nations Show Their Skills**	Harper
Taylor, General Maxwell,	**The Uncertain Trumpet**	Harper
Wolfe, Bertram, D.,	**Six Keys to the Soviet System**	Beacon Press
Yutang, Lin,	**The Secret Name**	Farrar and Straus

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–467	**Germany: People of the Industrial West**
0X–192	**Japan**
0X–193	**Middle East**
00–436	**Rise of Nations in Europe**
00–465	**Union of South Africa – Land and People**
00–446	**We the Peoples**
0–305	**Peace Builders**
00–131	**U.N.R.R.A.**
0–658	**Communism**
00–523	**Ticket to Freedom**

PROFESSIONAL AIDS

Moseley, Phillip,	**The Kremlin and World Politics: Studies in Soviet Policy and Action**	Vintag
Overstreet, Harry and Banaro	**What We Must Know About Communism**	(Pocket Books
Pares, Bernard,	**A History of Russia** (Mentor Books)	New American Librar
	Political Handbook of the World, Council on Foreign Relations	Harpe
Roberts, Henry L.,	**Russia and America: Dangers and Prospects**	New American Librar (Mentor)

PROFESSIONAL AIDS (Continued)

Statesman's Yearbook, 1960–1961	St. Martin's Press
The Worldmark Encyclopedia of the Nations Worldmark Press	Harper

CURRENT AFFAIRS

Unit Three: We Learn How to Meet the Challenge By Studying Our Current Political and Governmental Affairs.

Suggested Time – Ten Weeks

OVERVIEW

In this unit we review and expand our study of the framework and functions of the national, state, and local governments of the United States. Relationships are pointed out; the principles and practices of a representative democracy are summarized.

An evaluation of our governmental divisions is made, with constructive suggestions for needed reforms, through the democratic process. Opportunity is given to survey political problems, study practical reforms, and offer solutions. Emphasis is placed on the functions of governments and the opportunities for and the necessity of assuming responsibilities in a government of the people.

Our examination of taxation indicates that the services of our governments require revenues which come largely from the payment of many kinds of taxes to our governments. However, an evaluation of our tax structures reveals some need for greater economy and needed reforms.

The study of our governments in this unit provides an opportunity to do research reports on the functions of our federal government. This course should be a capstone built on the foundation of the study of American history, citizenship, and possibly of world history or world geography.

To be effective, current affairs must make liberal use of many learning experiences and activities, group dynamics, and student research and discussion. Here again, emphasis must be on a functional approach. This is particularly true in the study of our government. We can have as good a government as we will work for, and as poor a government as we will tolerate.

SPECIFIC OBJECTIVES

To develop in students discussion and research skills in problem-solving

To help students think through current affairs constructively and to express themselves objectively on the functional developments of their contemporary governments

To motivate students to study and participate in committee study and reports on current events on local, state, and national governments

To help students develop an understanding of and proper attitudes toward representative democracy

To stimulate students to assume responsibility for and participation in civic life here and now

To help students develop a desire to assume responsibilities in the future as senior citizens

OUTLINE OF CONTENT

1. A survey is made of the framework and functions of our governments.
    - A. Historical background
        1. Declaration of Independence
        2. Articles of Confederation
    - B. Basic principles of our government
        1. Federal system
        2. Division of powers between federal, state, and local
        3. Separation of powers
        4. Check-and-balance system
        5. Limited powers to governments
        6. Judicial review
    - C. Our Federal Constitution has been expanded and changed.
        1. By amendment
        2. By judicial interpretation
        3. By legislative and executive action
        4. By custom
    - D. State and local governments
        1. State constitutions
        2. State governments
        3. State legislatures
        4. State courts
        5. Local governments
        6. County government

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Have a symposium composed of four members. Assign one of the following topics to each member; then have basic ideas presented in: (a) The Declaration of Independence, (b) The Articles of Confederation, (c) The Federal Constitution, and (d) Documents of European countries that influenced early American statesmen. (Library research.)

Have a debate on the following topic: Resolved: That the "elastic clause" of our Federal Constitution has been misinterpreted.

Hold a panel discussion directed along the lines of the civil rights - states' rights controversy. Be sure the following are mentioned: (a) reserved powers, (b) concurrent powers, (c) limited government, and (d) judicial review.

Make a study of the type of city government in your city. What are its advantages and disadvantages?

Hold a panel discussion on the following: "All lobbying in state legislatures should be forbidden."

7. City government
    a. Mayor-council plan
    b. Commission plan
    c. City manager plan

E. Federal Constitution
  1. Preamble
  2. Legislative Department
    a. House of Representatives
    b. Senate
    c. Method of passing laws
    d. Powers granted to Congress
  3. Executive Department
    a. President and Vice-President
    b. Powers of President
    c. Impeachment
  4. Judicial Department
    a. United States Courts
    b. Jurisdiction of United States Courts
  5. Relations of the states to each other
  6. Amending the Constitution
  7. General provisions
  8. Ratification of the Constitution
  9. Amendments
    a. 1-8, civil liberties
    b. 15, 19 restrictions on the right to vote
    c. 11, 12 and 20 corrected specific defects in original articles.
    d. 18 and 21, cancel each other.
    e. 9, 10, 13, 14, 16, 17, 22, and 23 have contributed to the advancement of democracy.

II. A representative democracy depends on the active participation of its citizens.

  A. Historical background
    1. Define democracy
    2. Direct democracy compared to representative democracy
  B. Nature of representative democracy
    1. Other forms of government
      a. Monarch
      b. Obligarchy
    2. Ideology of a true republic
      a. Individualism
      b. Equality and unalienable rights
      c. Freedom of choice
    3. Ideology transferred to reality
      a. People are final source of power.
      b. Grant limited powers to their representatives.
      c. Free elections
      d. One vote per individual
      e. Majority rules
      f. Minority rights are protected.
    4. Circumstances which favor representative democracy
      a. Educated citizens
      b. Prosperous middle class
      c. Open society

Develop an organization chart of your state government. Include the names of important offices and present office-holders.

Hold a round-table discussion on the following: "Forms of local government are not so important as the character and ability of the men who hold the offices of that government." Bring into the discussion the problem of finding desirable officials. Incentives?

The Preamble of our Federal Constitution states six purposes for establishing the Constitution. Have a bulletin board committee place the six purposes on the board and under each list articles and amendments that serve that specific purpose. This might be used as a class project.

Have a bulletin board committee illustrate the basic steps in transforming a bill into a law. This can be used for a quick review of material presented in the citizenship course.

Have a committee study the complete Federal Constitution and strike out all sections, sentences, or phrases that are not sources of present-day law.

Give each student one name of a specialized agency, a cabinet position, the National Guard, etc. Have the students be responsible for exploring on what authority it was legally created. (All should be traced back to the Constitution.) If possible visit one of these agencies and obtain information available on its work or responsibilities.

Motion Pictures:
  00–385 Congress
  00–417 Constitution of the United States
  00– 50 How a Bill Becomes a Law

Hold a debate on the following topic: Resolved, That a Moral Standard of the Government is Reflective of the Moral Standards of the People.

Have a student write his or her senator or Congressman for copies of current bills before Congress concerning ethics in government. The student should explain these to the class, and also give a summary of what measures have already been taken to establish standards of ethical conduct in government service and in office.

Have a student give a floor talk on legislation enacted by Missouri to regulate lobbyists who operate in Jefferson City. (For information the student should consult his state representative.)

Select a committee of students to make a collection of propaganda literature put out by individuals and organizations to further their own special interests. This may consist of campaign literature, handbills, posters, pictures, slogans, buttons, badges, and printed material to stimulate interest and discussion of propaganda techniques used to influence people and indirectly, legislation.

Have a committee make a study of the number of

C. Problems of equal representation
  1. Urbanization has given rural areas advantages in most state legislatures.
  2. Periodic reapportionment helps solve this problem.

D. Problems and possible solutions in assuring that officials promote democratic procedure
  1. Problem: obligation to elect more officials than they can know
    a. Solution-short ballot
    b. Solution-state, local, and national elections at different times
  2. Problem: split political control
    a. Solution - educate the voter to subtle responsibilities
    b. Solution - stronger public opinion on cooperation and participation in community affairs
  3. Problem: representation by special interest groups
    a. Solution - legal control on lobbyists
    b. Solution - strengthening pressure groups with broad public interests at heart
  4. Problem: corruption of public officials
    a. Solution - responsible press
    b. Solution - code of ethical standards in government

E. Voting practices
  1. Voting qualifications
  2. Voting registration

F. Justice for every citizen
  1. Speeding the work of the courts
    a. Increase number of courts
    b. Pre-trial conference
  2. Obtaining better judges
    a. American Bar Association Plan (Adopted by Missouri)
    b. Increase public knowledge of a particular judge for office.
  3. Improving our jury system
    a. Limit the practice of excusing professional people.
    b. State judges should have the authority to assist juries in understanding the law.

III. An evaluation of Congress reveals the need for minor changes

A. Historical background
  1. Changes in Congressional processes
  2. Streamlining Congress - rules and regulations
    a. Adoption of previous Congresses' procedures
    b. Legislative Reorganization Act of 1946

B. The working of committees in Congress
  1. Legislative committees
    a. Discuss bills.
    b. May pass bills.
    c. May amend bills.
    d. May pigeonhole or table bills.
    e. May take joint action.
    f. Provides handling by small group for specific reference in an area.
    g. Exerts great power.
    h. May hold public hearings.
  2. Rules committee
    a. Determines order of bills to appear on House of Representatives' calendar.

state legislatures that represent rural areas as compared with the number that represent urban areas. Is this ratio the same as the ratio of urban and rural populations? Does the formula that is in the Missouri Constitution solve the apportionment problem fairly in this state?

Check on the latest cases of corruption in government and report your findings to the class. Consult the **Readers' Guide to Periodical Literature** for references to recent articles on the topic of corruption in government.

Collect information on nonpartisan groups that promote interest in good government, such as the League of Women Voters and other independent voters' organizations.

Have students debate any of these questions in class: (a) Resolved: That all citizens who do not vote shall be fined; (b) Resolved: That political parties do more harm than good to American democracy; and (c) Resolved: That indirect election of the President through the electoral College should be abolished.

Have a student make a complete report on the American Bar Association Plan for the selection of judges. When was it adopted in Missouri? (A report should be made to the class.) A bulletin board committee could illustrate the process also.

What are the qualifications for a person to vote in Missouri? After this question has been answered, the class should discuss any changes that might improve our state qualifications. The improvements and reasons for changes could then be sent to local state legislators. If no changes are recommended, then this information should be sent.

Motion Pictures:
00– 4 **Citizenship and You**
00–67 **Meet Your Federal Government**
0–298 **Our National Government**

Some people are arguing that there have been no changes in Congress. Using the Legislative Reorganization Act, disprove this criticism.

If possible, find a proposal in your newspapers advocating a new law on some contemporary problem. Describe the various developments that might occur in connection with the pressures, steps, and democratic processes by which this bill becomes a law.

A group of members of a non-partisan civic club are discussing in a very heated meeting what they say is the almost despotic and dictatorship power of the congressional committee system in operation. Agree or disagree with this point of view.

        b. Senate permits time to talk on a particular bill.
    3. Committee of the whole on the state of the Union
        a. Discussion
        b. "Previous question" may provide the third reading of bill.
    4. Possible action by a conference committee
    5. Work of many standing committees

C. Committee system challenged.
    a. Membership determined by seniority.
    b. Rules Committee as a "third house"
    c. Change in Rules Committee
    d. Power of legislative committee to decide fate of bills

D. The workings of Congress evaluated
    1. Party organizations
    2. A Congressman's typical day
    3. Pressures on Congressmen
    4. Congressional attendance often poor
        a. Demand for study and other activities
        b. Lack of interest in many matters
    5. Criticism of Congress
        a. Time taken for committee responsibility
        b. Hearings and investigations
        c. Congressional voting
        d. Consideration of private claims
        e. Former great need for additional clerical and research assistants
    6. Reforms made by Reorganization Act
        a. More open lobbying
        b. Registration of lobbyists
        c. Quarterly reports of lobbying organizations
    7. Delay and preventive action by filibustering
        a. Limitation of debate in the House - cloiture
        b. Unlimited debate in Senate - cloiture by vote

IV. The services of government require adequate financing.

A. Historical background
    1. Problems of taxation in colonial days
        a. Taxes through representation and popular controls
        b. Constitutional grants of right to tax
    2. Growth in federal and state taxes

B. Financing services of our governments
    1. Need of revenues to provide services
    2. Increased demand for services
    3. Principles of a fair tax
        a. Ease of collection
        b. Levied according to ability to pay
        c. Certainty and convenience of tax

C. Major source of government income
    1. Federal income tax
        a. Produces largest amount of national revenue.
        b. Both proportional and progressive
        c. Employs withholding system.
        d. An effective tax as measured by the criteria of a good tax
    2. Corporation taxes
    3. Excise tax
        a. A levy on certain goods and services produced in their country
        b. Tobacco, gasoline, and liquor taxes are

As a member of Congress, would you take any any leadership in controlling or modifying the use of Congressional committees? Would you defend their use?

A Congressman describes his typical day and the constant demands of his office. He has served thirty years, about half the time in each house of Congress. The improvements in Congress advanced by the Reorganization Act are pointed out as helpful to him. What other reforms would you suggest? (Develop what the Congressman might say about his typical day, and improvements in the use of his time.)

Motion Pictures:

00–385	**Congress**
00–67	**Meet Your Federal Government**
0–298	**Our National Government**
0–474	**Powers of Congress**
0–529	**Your Government: The Congress**
0–552	**Your Government: The Presidency**
0–563	**Your Government: The Supreme Court**

Picture a group of colonists protesting taxation without representation and insisting on nothing in the nature of taxes except state taxes. Account for the development in the acceptance in the United States Constitution of the Congressional power to levy taxes.

Citizens of a community have met to discuss reduction in and elimination of some taxes. Defend present taxes by citing essential services that might have to be eliminated without them. Do changed conditions call for changes in taxation methods?

Taxpayers meet to criticize the principles on which their taxes are based. Illustrate these principles by describing actual taxes and defend them.

Obtain from the local Bureau of Internal Revenue Office enough 1040 forms for every member of the class. Select the number of dependents and income of a hypothetical family. Have each student fill out the form. Discuss the reason or idea behind each question or computation used to complete the form. Always refer to the principles of a fair tax during your discussion.

examples.

4. Sales tax
    a. A percent of the purchase price
    b. Usually 2% to 3%
5. Other taxes
    a. Inheritance tax
    b. Gift tax
    c. Real estate tax

D. Tax problems
    1. Present taxes do not provide enough revenue.
    2. National debt is increasing.
        a. Difficult to balance Federal budget
        b. Difficult to curb rising prices in times of inflation
    3. State governments seek new revenues.
    4. Local authorities want more taxes.
    5. Tax duplications

Have a round-table discussion on the fairest method of taxation. Each member of the group should be assigned one method now in use and asked to defend it. Each member then will be defending his system and finding weaknesses in the other. Discuss the possibility of a local earnings tax.

Scene: Three students are sitting before the class. Each represents one of our government's revenue departments. The class then asks questions such as: How can you defend the fairness of a sales tax? Why does the local government need increased revenue? If such duplication of taxation is unfair, why not just have a single tax? The students should become aware of the expense involved in governmental services, duplication of taxes, principles of a fair taxation, etc.

VOCABULARY

arbitration
assessment
civil
conciliation
federalism
judicial
lobbying
monarchy
nuisance
oligarchy
registration
representative
republic
supremacy
surtax
unalienable

IDENTIFY

caucus committee
checks-and-balances
city manager
commission plan
committee hearing
concurrent powers
direct tax
"elastic clause"
excise tax
executive session
gasoline tax
income tax
joint resolution
minority report
"payola"
Petition of Right
poll tax
proportional tax
reserved powers
seniority rule
separation of powers
severance tax
use tax
voting qualifications

Motion Pictures:

0–339	**Property Taxation**
0–767	**U.S. Treasury**
00–283	**Centralization and Decentralization**

CULMINATING ACTIVITIES

Compare in chart form the structure, functions, and services of the local, state, and national governments of the United States. Show definite relations and how each governmental unit touches you in your everyday life. Suggest any overlapping and need for reform. Report to the class, using the chart in poster form or place on the blackboard.

Prepare and give a floor talk on the "Goals for Americans" by President Eisenhower's Commission on National Goals. Follow with a discussion by members of the class on how these goals might be implemented.

Imagine that you play the role of one of the following officers who is addressing the legislative branches of his governmental units requesting action on pressing problems: (a) The president, (b) The governor, (c) The chairman of the county board or court, and (d) The mayor or city manager. Prepare and give such an address, followed by a discussion of the class which represents the legislative body. You might refer to news events of controversial issues and problems to make the discussion a lively one. End the discussion by some parliamentary suggestion or action.

Develop in outline form with the use of some examples and illustrations the growth of the governments in organizations, powers, and services. Use visuals to report on "big" government today.

Participate as a member of a class committee and report on one or more of the basic principles of our constitutional government as follows: (a) our Federal system, (b) division of political powers, (c) supremacy of Federal government, (d) separation of powers, (e) check and balance system, (f) limited government, (g) judicial review, and (h) growth and change in the United States Constitution by amendment, judicial interpretation, legislative and judicial action, and usage and custom.

Using the constitutions of the United States and of your state government, and your city and county charters, conduct a committee study and report for purposes of pointing out special features and needed changes. If possible, use illustrations and examples of laws and ordinances. Refer to the **Congressional Record** and state,

CULMINATING ACTIVITIES (Continued)

county, and city documents and records.

Discuss before the class your interpretation of the "welfare state" and give your reaction to it.

Have five members of your class prepare a TV presentation, using attractive visuals, on the nature of representative democracy as to: (a) Fundamental democratic ideals, (b) Methods of achieving these ideals, (c) Favorable conditions, and (d) Misuse of democratic and republican labels.

Prepare in buzz session groups definite suggestions on achieving more equal representation and in holding our representatives responsible. Have an open discussion led by the class president. List suggestions as developed and approved.

Present an illustrated talk to the class on the subject of Justice under Law, giving concrete suggestions for improvement and reform. Describe Missouri's method of selecting a panel of judges.

Give your reasons for so many Congressional committees and steps by which a bill may become a law.

Prepare an outline on the importance of the Congress of the United States and on attempts to remedy some of its weakness. Present this outline development to the class including some research on the Reorganization Act of 1946.

Present in chart form the receipts and expenditures listed in the Federal budget for 1961 as estimated.

Describe the relationships and kinds of state and federal taxes and some of the changes which have been made in them.

Using a chart, analyze for what purposes both city and state governments spend the largest share of their income. Compare their expenditures for other purposes.

Prepare and give a committee report on the role of the tax system. Describe in detail some of the principles of taxation. Give your opinion.

Defend the following kinds of taxes: (a) Income tax, (b) Corporation taxes, (c) Excise and sales taxes, and (d) Use tax.

Defend or criticize inheritance and gift taxes, real estate and personal property taxes, and fees and special assessments.

Prepare and give a round-table discussion on the problems of taxation and some of the suggested solutions to these problems.

EVALUATION

Through learning exercises and activities determine students' skills in reading and interpreting current news developments in line with their study of American government.

Observe students' attitudes and understandings of their government, their knowledge of its frameworks and their constructive thinking on solutions of its problems.

Through standardized tests evaluate students' knowledge of their governments and thinking through case studies in comparison with other students tested. (Norms are provided; sometimes a pre-test and a culminating test are helpful and revealing of teaching and learning.)

Using open-book test exercises judge students' ability to reach conclusions on reforms needed and what they and other citizens can do about prevailing problems in governments.

Grading written work, term papers, and oral reports based on research, evaluate student growth in using the scientific method, and in following through on political problems in their own communities and in contemporary society.

RESOURCE MATERIALS

Dunwiddie, William E., and Kidger, Horace, (text)	**Problems of Democracy**	Ginn
Bailey, Stephen and Samuel, Howard,	**Congress at Work**	Holt, Rinehart, and Winston
Barth, Alan,	**Government by Investigation**	Viking Press
Bruntz, George O.,	**Understanding Our Government**	Ginn
Coyle, David Cushman,	**United States Political System and How it Works**	Mentor Books
Douglas, Paul,	**Economy in the Federal Government**	University of Chicago Press
Douglas, William O.,	**A Living Bill of Rights**	Doubleday
	Goals for Americans, The Report of the President's Commission on National Goals	Spectrum Book
Groves, Harold M.,	**Trouble Spots in Taxation**	Princeton University Press

RESOURCE MATERIALS (Continued)

Lippman, Walter,	**The Public Philosophy**	Mentor Book
	U.S. Government Organization Manual	Superintendent of Document United States Printing Office, Washington 25, D.C.
Voorhis, Jerry,	**Confessions of a Congressman**	Doubleday
Wagner, Paul W.,	**County Government Across the Nation**	University of Carolina Pres
Wiggins, James R.,	**Freedom or Secrecy**	Oxford University Press

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–283	**Centralization and Decentralization**
0X– 56	**Due Process of Law Denied**
00–147	**Fred Meets a Bank**
0X– 81	**Legislative Process**
0–325	**Political Parties**
0X– 53	**Secure the Blessings**

PROFESSIONAL AIDS

Adrian,	**Governing Urban America**	McGraw-Hill
Anderson and Weidner,	**State and Local Governments**	Holt
Blaich, Baumgartner,	**The Challenge of Democracy**	Harper
Burns and Peltason,	**The Dynamics of American National Government**	Prentice-Hall
Hoover,	**Forty-Two Years in the White House**	Houghton Mifflin
Kendrick, Seaver,	**Taxes: Benefits and Burden**	Newson
Kiplinger,	**Washington Is Like That**	Harper
Lindsay, Crouse,	**State of the Union**	Random House
Magill,	**The Impact of Federal Taxes**	Columbia University
Magruder,	**American Government**	Allyn and Bacon
Milligan,	**The Inside Story of the Pendergast Machine by the Man Who Smashed It**	Scribner
Reed,	**Federal-State-Local Fiscal Relations**	Municipal Finance Officers Association of the United States and Canada, Chicag Illinois
Stewart,	**How We Can Pay for Defense**	Public Affairs Committee
Zink,	**The Government of Cities in the United States**	Macmillan

CURRENT AFFAIRS – Grade 12 – Elective

Unit Four: We Study Current Affairs Relating To Our Capitalistic Economic System.

Suggested Time – Nine Weeks

OVERVIEW

This unit of study deals with economic problems which we face as citizens, especially in the production and distribution of necessary goods and services. We consider such problems as financial security, wise buying and consumption, extension of credit and consistent saving, and protective measures.

Attention is given to individual and group ways in which we as citizens can improve labor-management relations. Historical developments and recent legislation in the goals and achievements of labor are studied specifically. The goals of management trends today are to further good relations with employees. Typical provisions of labor agreements are developed and pointed out in current affairs. Weapons of labor and management when negotiations fail are described; the cost of such strife on labor, management, and the public are shown in current news events. Recent legislation and attempts for peaceful settlement of industrial disputes are pointed out in contemporary affairs.

The development of our business enterprise in America is described with the emergence of the corporations, trusts, pools, and monopolies. We trace economic growth from laissez-faire and rugged individualism to government regulation and limited participation. Our capitalistic economic system and its achievements are fully taught; the nature of the private enterprise system is shown to include profit, private ownership of business, operating of supply and demand, and freedom in price determination. (Exception is in agriculture.)

Functional suggestions on buying with available assistance and legislative controls of the government are discussed. The probable future developments in business and automation are projected. The types of business organization are compared. Government restraints and aids are described; the relationships of government and business is shown. Controversial issues between government and business enterprises are examined. Specific enterprises and legislative measures are discussed and weighed. The historical developments in earlier conservation, soil conservation, flood-control and reclamation projects, the water shortage and irrigation, the pollution problem, forest and wildlife conservation, and the developing of new resources are all carefully studied and evaluated in the United States today.

The plight of the farmer is graphically told with its historical background, changes in agriculture, the cost-price squeeze, influence of war, depression, natural conditions, and various government attempts to help the farmer and the farm problem. Here, we must continue to search for ways of resolving the unsolved problems of the farmer, especially the problems of the marginal farmer.

SPECIFIC OBJECTIVES

To help students recognize that the area of economic activity and problems is one of the chief concerns of our citizens and our country

To help students develop specific knowledge of national developments toward solving the problems of security, production and distribution, labor-management relations, and agriculture

To show students how they can assume the responsibility to think through and to solve economic problems

To point out to students unsolved economic problems for which solutions must be found

To help students recognize economic trends about which they need to think and consider as they plan for their future

OUTLINE OF CONTENT

I. We look at the different opportunities offered us to insure financial security.
    - A. Historical background
        - 1. Church and private charity
            - a. From Middle Ages churches have supported orphans and cared for the sick.
            - b. 1842, "Association for Improving the Condition of the Poor" was founded.
        - 2. Public assistance
            - a. Elizabethan Poor Laws, 1601
            - b. Social Security Act of 1935
        - 3. Insurance
            - a. Principle was used in ancient Rome.
            - b. In 1850 was first used in this country.
    - B. Opportunities offered by government
        - 1. Social Security Act of 1935
            - a. Unemployment insurance

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Divide the class into groups and assign the following responsibilities: Group I, gather all the information concerning pre-1935 social legislation in Germany. Group II, gather all the information to be found on unemployment insurance adopted in England in 1911 and changes up to current date. Group III, describe economic conditions in the United States between 1932 and 1935. With this information have each committee state its problem clearly.

Then have your class groups propose solutions. After modification and blending of the different solutions, write a solution that will receive a majority vote of the class. Then compare this with the actual provisions of the Social Security Act of 1935.

    - b. Old-age insurance
    - c. System of Federal-state-local public assistance for certain groups of needy persons
    - d. Some questioned this as a socialistic trend.
  - 2. Old-age, survivors, and disability insurance
    - a. Broadened to include survivors and disabled workers
    - b. Operated entirely by Federal government
    - c. 90% of our citizens are covered.
    - d. Financed by tax on worker's pay which is matched by employer
  - 3. Public assistance under Social Security
    - a. Determined on the basis of need; age, blind, disabled, and dependent children
    - b. A co-operative federal-state-local activity
  - 4. Unemployment insurance
    - a. Provides workers with a weekly income for a worker out of work through no fault of his own
    - b. Under state control

- C. Opportunities offered by private insurance companies
  - 1. The purposes of life insurance
    - a. Protection against loss of income due to death
    - b. Protection to cover medical expenses
  - 2. Types of life insurance
    - a. Industrial
    - b. Group
    - c. Ordinary
      - (1) Term
      - (2) Straight life
      - (3) Limited payment
      - (4) Endowment policy
  - 3. Annuity
    - a. Guarantees a regular income
    - b. A form of retirement income
  - 4. Other types of insurance
    - a. Automobile
    - b. Fire
    - c. Liability
    - d. Family package policy

- D. Health insurance is considered.
  - 1. Types of health insurance
    - a. Major medical
    - b. Loss of income
    - c. Hospital and surgical
  - 2. Weakness of health insurance
    - a. Most care is needed for people over 65.
    - b. Difficult for them to buy health insurance
    - c. Many aged people have limited means.

- E. Pensions are helpful.
  - 1. Operation of pension plans
    - a. Non-contributing
    - b. Contributory
  - 2. Problems in pension plans
    - a. Persons who change jobs
    - b. What is an adequate pension?
    - c. Who should provide the money?

Have a number of hypothetical cases of individu who might be qualified for assistance under a governmental program. Using criteria found in government publications, determine if the perso is eligible and the amount of assistance that ca be obtained. Discuss the possible effects of su programs on our population.

Present a problem to the students that will requ them to understand the deductions from pay che for taxes, etc. This problem should vary and include the Federal income tax, state income tax, and Social Security tax.

The students should gather information about al the alternative forms of insurance. (A family sit ation should be developed and a wise insurance program for this family should be adopted.) Afte this has been completed, invite an insurance representative to attend the class and review the recommended program. Avoid the use of a particular insurance company name. Be sure to leav time for a question and answer period so that th students may ask questions concerning personal insurance problems, particularly automobile insurance rates for those under twenty-five years of age.

Have the bulletin board committee illustrate the following: hospital cost per day, doctor fees for average illness, X-ray fees, laboratory, etc. Th purpose should be to make the class aware of th expense involved in treating medical problems.

Using parents' employment as examples, have each student report to the class the pension pla that his or her father is presently under. Consid the advantages and disadvantages of the plan. Explain the pension plan of some other worker, for example, a policeman or fireman. Consider such factors as adequacy and improvements that could and should be made.

- F. Savings and investment opportunities available for financial security
    - 1. Savings
        - a. Reasonably safe
        - b. Earns little
    - 2. Investment
        - a. Greater risk
        - b. Expect higher earnings

Invite a stockbroker to your class and have a student approach him with the following hypothetical situation: Here is a man with a wife and and two children to educate; his $6,000. a year income; a house over half paid for. He is thirty-four years old, in good health, and can budget $20. per month for savings or investment. The student should then ask, "What do you recommend?" A question and answer period should follow. It is important for the student interviewer to question any term or idea that the broker refers to that he does not understand.

II. We examine some economic factors for the consumer to consider.

- A. Historical background
    - 1. Every citizen is a consumer.
    - 2. Consumer's position has changed.
        - a. Were self-sufficient
        - b. Became interdependent
        - c. Consumers become more critical of business practices
        - d. Consumers demand laws to prevent malpractices.

Have a case study presented of the role of the family in 1750, 1800, 1850, 1900, 1925, 1935, 1943, 1950, and the present. Each student should present his study before the class. Encourage the gathering of pictures and other audio-visual aids. Be sure that each student puts special emphasis on how his family made a living and what basic goods its members consume and where they obtain them. These studies may be referred to while studying other units also.

- B. Trading is made easier by the use of money and banking.
    - 1. Money's service
        - a. A means of exchange
        - b. A measure of value
        - c. A standard for deferred payments
        - d. A store of value
    - 2. The value of money must be agreed upon.
        - a. People must have faith in its value.
        - b. People must agree on value.
    - 3. Federal Reserve System
        - a. Control
            - (1) Board of Governors, appointed by the President
            - (2) President, appointed by the Board
        - b. Brought "elasticity" to currency
            - (1) Rediscount rate
            - (2) Buying and selling government bonds
            - (3) Issuing paper money

Have a bulletin board committee illustrate the international exchange of the dollar.

Organize a fact-finding committee to gather information for the Board of Governors. Have the members set a policy in terms of rediscount rates, government bonds, and issuing notes. If the board needs more information, then delay the proceeding until the committee can find more facts. Have a local banker review the proceedings and point out to the class any problems or fallacies of previous thinking of the fact-finding committee.

- C. Income and prices are the barometers of our economy.
    - 1. Money income is different from real income.
    - 2. Laissez-faire policy
    - 3. "Inflation"
        - a. Rising prices
        - b. Decrease in purchasing power
    - 4. Deflation
        - a. Prices fall
        - b. Increase of purchasing power
    - 5. Law of Supply and Demand

Record two TV commericals and play each before the class. Attempt to record one that is basically helpful to the consumer and one that is based upon emotion. Point out subtle ideas that are used to influence the prospective buyer.

- D. Influences on spending
    - 1. Fashion and fad
        - a. Planned obsolescence
        - b. Law of diminishing utility
    - 2. Engel's law
    - 3. Advertising
        - a. Help to consumer
        - b. Play on emotions
- E. Credit and spending
    - 1. Increased spending
    - 2. Types of credit
        - a. Installment loans

Have three students investigate the terms used by most firms promoting installment buying, charge accounts, and personal loans. Using an automobile purchase as an example, because of adolescent interest in this item, figure the amount of interest paid on a typical purchase. Let each member of the class figure the cost item to insure his understanding of the arithmetical computation involved.

b. Charge accounts
c. Personal loans

F. Protection of the consumer
  1. The Food and Drug Administration
    a. Purpose is to protect against unlawful products.
    b. Passes on the safety of new drugs
  2. Federal laws
    a. Federal Trade Commission
      (1) Control advertising
      (2) Control misleading labels
    b. Meat Inspection Act
  3. State laws help.
  4. Non-governmental organizations
    a. Chambers of commerce
    b. Better Business Bureau

G. Advice for consumers
  1. Federal government publishes statistics on prices and bulletins on household economy
  2. Private consumers' agencies
    a. Consumer Bulletin
    b. Consumer Report
  3. Standard labels
    a. Grade labeling
    b. Descriptive labeling
    c. Brand names
  4. Magazines' seal of approval
    a. **Good Housekeeping**
    b. **Parents' Magazine**
  5. Consumer co-operatives

III. We analyze the problem of improving labor-management relations.

A. Historical background
  1. Early trade unions
    a. Skilled workers formed organizations as early as 1791.
    b. By 1842 the courts decided unions were lawful.
  2. Knights of Labor
    a. 700,000 members
    b. Violence in Chicago Haymarket strike in 1886 was blamed on Knights.
    c. Contribution was that it emphasized the existence of a labor problem.
  3. American Federation of Labor
    a. Samuel Gompers was elected first president.
    b. 1900–1920, 75% of all union workers belonged to the A.F.L.
    c. Worked hard to raising wages and establishing the 8 hour work day
    d. Resisted temptation to establish an independent political party

B. Growth of organized labor
  1. Unions received governmental support
    a. National Labor Relations Act, 1935
    b. United States Supreme Court upheld the constitutionality of NLRA in 1937
  2. CIO is formed
    a. A F of L was a trade union
    b. CIO was an industrial union
  3. The Taft-Hartly Act, 1947
  4. Merger of A F of L and CIO, 1955
  5. Independent unions
  6. Recent changes in public's view of unions

Have each member of the class select an item that he will be purchasing in the future. Have each member of the class then make a brief report on his quality findings, and indicate the brand which he chooses to purchase. Remind the students that thorough investigation is just as helpful in other items as it is in automobiles.

Have a student write to the United States Government Printing Office, Washington, D.C., and ask for a catalogue on publications concerning consumers' problems.

Organize a student committee to invite a representative from labor and one from management (preferably two men who know and have confidence in each other) to talk to the class on the topic, "Labor Relations in Our Community." Suggest that the committee give each speaker twenty minutes to present his ideas; allow time for questions and discussion. Each speaker should be able to hear the other's presentation.

Have the bulletin board committee draw a chart that illustrates graphically the main differences between trade unions and industrial unions.

- C. Goals of unions
  - 1. Four basic goals
    - a. Higher wages
    - b. Fewer hours
    - c. Improved working conditions
    - d. Job security
  - 2. Automation and job security
  - 3. Specific goals
    - a. Guaranteed annual wage
    - b. Escalator clauses
    - c. Profit-sharing
    - d. Seniority rights
    - e. Open vs. union shop

Have the class president appoint an investigative committee to examine a local union. Members of this committee should interview union officials and members, obtain a copy of its constitution, attend a union meeting, and perform any other activity that will give the committee insight as to how a union functions and what its role in our society is. A final report should be presented to the class.

- D. Goals of management
  - 1. Freedom to manage
  - 2. Harmonious employee relationships

Have a group of students prepare a bulletin board entitled "Current Union Disputes." Newspaper clippings should be added day-by-day to show progress towards a settlement.

- E. Labor-management relations
  - 1. Collective-bargaining
    - a. Labor contract
    - b. Guaranteed by Wagner Act
  - 2. Settlement of day-to-day problems
    - a. Grievance committee
    - b. Arbitration
  - 3. Strike
    - a. Labor's most effective weapon
    - b. Governmental limitations
  - 4. Boycott
  - 5. Injunction
  - 6. Lockout
- F. Government helps to solve labor-management problems.
  - 1. State laws
    - a. Safety laws
    - b. Workmen's Compensation
  - 2. United States Department of Labor
  - 3. Federal government
    - a. Social Security Act, 1935
    - b. Wagner Act, 1935
    - c. Walsh-Healey Public Contracts Act of 1936
    - d. Fair Labor Standards Act, 1938
    - e. Taft-Hartly Act
    - f. Employment Act of 1946
    - g. Labor-Management Reporting and Disclosure Act of 1959

Have one student, using the library, trace important court decisions from colonial times to the present that dealt with unions. Have another do the same with legislation. During a class discussion, guide the class into pointing out trends in government action in the field of labor-management.

IV. We study American business practices.

- A. Historical background
  - 1. Consolidated businesses
    - a. Agricultural to industrial
    - b. Competition created a desire for consolidated businesses.
    - c. Monopolies were created
      - (1) Pool
      - (2) Trust
  - 2. Government regulations
    - a. Sherman Anti-trust Act
    - b. Clayton Anti-trust Act
- B. Design for production
  - 1. Free-enterprise system
  - 2. Four factors in production
    - a. Natural resources
    - b. Labor
    - c. Capital
    - d. Management
  - 3. Law of supply and demand
  - 4. Favorable market
    - a. Price, quality and consumers

Invite one of the officers of your local Chamber of Commerce to talk to your class on the subject, "What is being done to attract new industry to our community?"

        b. Natural monopolies
    5. Factors in large-scale production
        a. Division of labor
        b. Assembly line
        c. Standardized parts
    6. Automation
        a. Benefits vs. problems
        b. Second Industrial Revolution
    7. Patents
    8. Advantages of big business
        a. More research
        b. Savings in production
        c. Savings in distribution
    9. Disadvantages of big business
        a. Red tape
        b. Complex organization

C. Business organizations
    1. Sole proprietor
    2. Partnership
    3. Corporation
        a. Stockholders
        b. Proxy vote
        c. Mergers
        d. Holding companies

D. Government control of business
    1. Sherman Anti-trust Act
    2. Clayton Anti-trust Act
    3. Robinson-Patman Act
    4. Miller-Tydings Act
    5. Agencies for control and prosecution
        a. Federal Trade Commission
        b. Justice Department
    6. Laissez-faire theory
    7. Corporation charters
        a. Issued by state governments
        b. Federal incorporation vs. state incorporation
    8. Public vs. private ownership of certain enterprises

V. We examine the problems of conserving our natural resources.

A. Historical background
    1. Great waste at first
    2. In 1891 Congress gave the President power to form forest reserves.
    3. In 1894, Carey Act
    4. Theodore Roosevelt was very active in this area.
    5. Newlands Act
    6. Weeks Act
    7. Soil Conservation Act

B. Soil conservation problem
    1. Erosion
        a. Water
        b. Dust
    2. Methods of combating erosion
        a. Shelter belt
        b. Contour farming
        c. Strip cropping
    3. Work of the Soil Conservation Service

C. Flood-control problems
    1. Flood-control projects, general
    2. Flood-control projects on the Missouri River, specific
        a. Pick-Sloan Plan
        b. Federal vs. state control of river

Arrange a debate among members of your class on the proposition, Resolved: That all corporations should be required to incorporate under Federal law rather than state law.

The three types of business organization, proprietorship, partnership, and corporation are excellent subjects for a bulletin board illustration.

Have a group of students form a panel to discuss the question of private vs. public ownership of certain industries, for example, utilities.

Arrange a debate between students in your class on the following topic, Resolved: That a farmer should have the right to do as he pleases in making use of his land.

Plan county field trip to study soil erosion. Note the difference between geologic, or natural, and man-induced, accelerated, erosion. Observe sheet and gully erosion; study silt deposits on low land and in streams and lakes. You may see the results of wind erosion.

D. The problem of reclamation
   1. Reclamation project seeks to aid dry areas.
      a. Hoover Dam a multiple-purpose development
      b. California Central Valley Project
      c. Grand Coulee Dam
      d. Tennessee Valley Authority
   2. Current projects on this problem

E. Water storage is a problem.
   1. Greatest need in California
   2. A national problem, however
      a. Needs of irrigation
      b. Average domestic consumption has increased.
   3. Possible solutions
      a. Convert salt water
      b. Wells

F. The pollution problem
   1. Water pollution
      a. Effects of industry
      b. Sewage
   2. Possible solutions
      a. Water Pollution Control Act
      b. Federal vs. state responsibility
   3. Air pollution
      a. Machine-age by-product
      b. Mainly in large industrial areas
   4. Possible solutions
      a. City control local problem
      b. Install special apparatus to recover waste products

G. The problem of forest and wildlife conservation
   1. Forests are important in soil conservation.
   2. Lumber is a valuable resource.
   3. Efforts to conserve forests
      a. Civilian Conservation Crops
      b. United States Forest Service
   4. Forest fire prevention
   5. Reclamation of forests
   6. Conservation of wildlife

H. New resources
   1. Atomic energy
      a. The United States Atomic Energy Commission
      b. Peacetime use of atomic energy
   2. New uses for old natural resources

VI. We study the problems of the American farmers.

A. Historical background
   1. Agriculture from colonial times until Industrial Revolution
   2. Agriculture since the 1920's
   3. Farm subsides have been costly.

B. Recent changes in farming
   1. Decrease in farm population
      a. Low income
      b. Hard work and long hours
      c. Economic risk and uncertainty
   2. Farms are fewer and larger.
   3. Specialization in farming
   4. American farms are more productive.
      a. Agricultural research
      b. Caused economic difficulties

Have one or two students find information on the water pollution problem in the Missouri River. They should find the proceedings of the federal, state, and local boards and the role each played in solving this problem.

Have one student contact the City Hall and determine if Kansas City has any ordinances dealing with air pollution. He should also be familiar with state and federal laws in this area. Have the student ask if any company or individual has been fined for breaking any ordinance on air pollution.

Have a committee make a careful study of the Tennessee Valley Authority, noting the social and economic effects of this program upon the valley and its people. Write to the TVA for materials. Have the students make a report of their findings to the class.

Invite the Jackson County agent or a representative from the Soil Conservation Service of the United States Department of Agriculture to talk to your class about conservation practices in your community.

Arrange a debate between students in your class on the topic, Resolved: That our Federal government should support farm prices.

One point upon which consumers and the farmers frequently agree is that the "middleman" is making all the profit. Arrange for a group of your students to visit and interview a local "middleman" who is in the business of processing, transporting, or selling farm products. Have them get his side of the story and report to the class.

- C. Problems in American agriculture
  - 1. Overproduction is the basic problem.
    - a. Farmers are increasing their production.
    - b. Consumer demand has not kept pace.
    - c. Controlling production and supply is difficult.
  - 2. Variable prices is another problem.
  - 3. Effect of war on the farm prices
- D. Some attempted solutions to these problems
  - 1. United States Department of Agriculture
    - a. Agriculture research
    - b. United Soil Conservation Service
    - c. Distribution of information
  - 2. Farmers' demand for cheap money
  - 3. Credit helps the farmer.
  - 4. New Deal legislation for farmers
  - 5. Price-support programs
    - a. Advantages
    - b. Disadvantages
    - c. Soil bank
    - d. Brannan plan
    - e. Recent plans

Have a student interview your school cafeteria manager and possibly the director of all Kansas City School District cafeterias. Instruct the student to ask if your school uses Federal surplus commodities in its hot-lunch program.

- E. Future problems in the agriculture area
  - 1. Marginal farmers
  - 2. World food bank
  - 3. Search for solutions must continue

VOCABULARY

automation
annuity
arbitration
beneficiary
boycott
conciliation
conservation
copyright
deductible
deflation
diversification
escalator
inflation
insecticides
lockout

mediation
merger
monopoly
patent
partnership
pension
picketing
policy
pool
premiums
proxy
reclamation
revetment
specialization
trust

IDENTIFICATIONS

AFL – CIO
arable land
Better Business Bureau
cash value
closed shop
collective bargaining
commercial farms
consumers' Research
contour plowing
credit union
endowment insurance
Engel's law
extended coverage
factors of production
Food and Drug Act 1906
"fringe benefits"
holding company
hybrid seeds

jurisdictional dispute
laissez-faire
major-medical
marginal farmers
market price
mutual funds
open shop
profit-sharing
Samuel Gompers
shelter belt
soil conservation
soil erosion
straight life insurance
strip cropping
stubble mulching
supply and demand
sympathy strike
technological revolutions
unemployment insurance
U.S. Forest Service

CULMINATING ACTIVITIES

A family council meets to plan its financial security. Your father and mother are both working. You and your sister are eighteen and seventeen, respectively; and both of you are working also. Suggest a definite budget for spending and saving under these headings: (a) Social security, (b) Voluntary insurance policies with private companies, (c) Savings, (d) Investments, and necessities for each member of the family and for the family as a whole. Defend your financial plans.

Appoint a committee on a comprehensive research study of consumer economics which prepares and gives a full report on its findings to a citizens' club. Using textual and reference materials, outline fully a similar report to present to and discuss with your class. (Use ideas presented in textual materials to guide your research activities in the library or with the Chamber of Commerce.)

Representatives of labor and management conduct research or a workshop. The discussion and study of methods of improving their relations in a certain industry. Outline what you consider might be their possible demands or goals and some specific findings or recommendations they might present as a panel and open forum to a larger group of labor and management. Make such a presentation to your class or as a combined class or departmental activity in your school

Prepare and present a comprehensive and concrete talk and discussion on "Our Private Enterprise Business System: Its Nature, Its Characteristics, and Its Achievements." Relate to capitalism, incentives, profits, large-scale production as a key to plenty; relate to government today, and to our standard of living. Is big business necessarily bad business? Explain.

Have every member of the class state a conservation activity, project, or plan. Hand out slips of paper listing the conservation measures or plans, so that every student has a definite conservation assignment for research and for a report to the group for discussion and comment. (Use 5" x 8" index cards to record facts, statistics, and developments; have specific reading references for your report and summaries on your index cards as a file.)

Imagine that a class committee is a group of farmers. Plan a presentation to the class on the problems that you as farmers might face, and describe solutions to your problems which have been used or which should be used. Evaluate and argue your point of view.

EVALUATION

Determine through standardized testing and check-ups, students' knowledge and understanding of the private enterprise, capitalistic system with some government regulation and legislation against any abuse of power.

Evaluate through learning exercises and activities students' recognition of the achievements which have been made under the capitalist system in the United States. (Relate to observations of informal discussions and interpretation of the current newspaper and magazine articles. TV and radio news and feature broadcasts, and comments on community, state, national, and world developments.)

Observe students' ability to think through critically problems and possible solutions for problems of security, standard of living, business and labor, conservation, and farm life.

Observe students' skills in thinking through case studies as to stating the problem, facts and statistics, causes and effects, and possible solutions of an individual and group nature.

Evaluate through written work individual and group research studies and report student attitudes and appreciations for the complexity of economic problems and the advance that has been made recently toward their solutions.

Judge the ability of students in discussing the "pros" and "cons" of economic theories and practices and suggested solutions to economic problems in everyday life.

RESOURCE MATERIALS

Dunwiddie, William E., and Kidger, Horace, (text)	**Problems of Democracy**	Ginn
Barbash, Jack,	**Unions and Union Leadership**	Harper
	A Brief Explanation of the Social Security Act, U.S. Department of Health, Education, and Welfare, Social Security Administration, Superintendent of Documents, U.S. Printing Office, Washington, D.C.	
Burlingame, Roger,	**Machines That Built America**	Harcourt, Brace
Carskadon, Thomas R., and Modley, Randolph,	**U.S.A.: Measure of a Nation**	Macmillan
	Changing Times, The Kiplinger Magazine, 1729 H. Street, N.W., Washington, D.C.	
	Consumer Reports and **Consumer Bulletin**	
Daniels, Walter M.,	**The American Labor Movement**	H.W. Wilson
Dulles, Foster R.,	**Labor in America**	Crowell
Editors of **Fortune,**	**America in the Sixties,**	Harper Torchbooks, Harper
Jessup, Libby F.,	**Law of Retirement,**	Oceana Publications

RESOURCE MATERIALS (Continued)

Kelsey, R. Wilfred, and Daniels, Arthur O.,	**Handbook of Life Insurance**	Institute of Life Insurance
Kennedy, Robert F.,	**The Enemy Within**	Harper
Lasser, J.K., and Porter, Sylvia F.,	**Managing Your Money**	Holt, Rinehart, Winston
Nevins, Allan, and Ernest, Frank,	**Ford, The Times, The Man, The Company**	Scribners
Packard, Vance,	**The Wastemakers,**	McKay
Schulz, Hazel,	**The Young Consumer**	Appleton, Century, Crofts
Shippen, Katherine B.,	**Miracle in Motion**	Harper
Stocking, George, and Watkins, Myron,	**Monopoly and Free Enterprise**	Twentieth Century Fund
Troelstrup, Arch W.,	**Consumer Problems**	McGraw, Hill

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00– 13	**Atomic Power**
0–525	**Capitalism**
0–103	**Distributing Americas Goods**
0–105	**Distribution of Foods**
00–318	**Inflation**
0–209	**Industrial Revolution**
00–657	**Labor Movement; Beginnings and Growth**
00– 61	**Land To Have and To Hold**
0–337	**Production of Foods**
00–158	**Productivity**
0–367	**Sharing Economic Risks**
0–432	**Using the Bank**
00–139	**Work of the Stock Exchange**
00–266	**What Makes Us Tick?**
00–626	**Mr. Chairman: Fundamentals of Parliamentary Law**
00–650	**Visual Perception**
0X– 74	**Discussion Technique**

PROFESSIONAL AIDS

American Capitalism: An Introduction for Young Citizens, Council for Advancement of Secondary Education, 1201 Sixteenth Street, N.W., Washington, D.C.

Benson, Ezra T.,	**Freedom to Farm**	Doubleday

Capitalism and Other Economic Systems, Council for Advancement of Secondary Education, 1201 Sixteenth Street N.W., Washington, D.C.

Carhart, Arthur,	**Timber in Your Life**	Lippincott
	Water – or Your Life	Lippincott
Clapp, Gordon,	**T.V.A. – An Approach to the Development of a Region,**	Univ. of Chicago Press
Coyle, David C.,	**Conservation**	Rutgers University Press
Daniels, W.M.,	**The Government and the Farmer**	H.W. Wilson

Land: The Yearbook of Agriculture, Superintendent of Documents, U.S. Printing Office, Washington, D.C.

Patton, James G.,	**The Case for Farmers**	Public Affairs Press
Vogt, William,	**Road to Survival**	William Sloan Associates
	What's in the Air?	Public Affairs Pamphlet No. 275
	Our Natural Resources – and Their Conservation	Public Affairs Pamphlet No. 230

CURRENT AFFAIRS – Grade 12 – Elective

Unit Five: We Identify Current Personal and Social Affairs Needing Individual and Group Study.

Suggested Time – Nine Weeks

OVERVIEW

This is not only the culminating unit for the Current Affairs course, but it is for many high school students their final course in social studies. In this unit we discuss in a personal and functional way the individual and group problems of our everyday living. This year's course should have been a high point in the lives of teachers and students living now and in the future in a democratic society.

We discuss and develop pertinent facts and conclusions on our family life today. Historical developments are traced in order to increase understandings and appreciations. There is a liberal use of graphs, case studies, visuals, and current materials of a vital and challenging nature. Application is made to present personal problems; trends; and regular daily preparation in our homes for our future family living. We participate and contribute to the success of this study through socialized discussions, buzz sessions, round-table discussions, special research reports, creative and informal group presentations, seminar-type developments, panels, debates, and discussions of real (sometimes personal) life situations with some helpful considerations and suggestions as alternative choices in problem-solving.

In a similar way we develop functional approaches and developments as to the nature of and our part in education, leisure time activities, human relations, moral values and judgments, mental health and maturity, and vocational preparation. In this unit also we present an applied sociological and psychological approach to institutional and community life as it is: its achievements, its problems, and its individual and group responsibilities. Trends are projected in line with present-day developments.

We think that an effective Current Affairs course in American Democracy would give leadership to community study and survey, report on its findings, and influence on some definite individual and group action in community projects and activities. Students should feel a definite satisfaction and pride in actually influencing their own lives and the lives of others in the community. The study and development in the Current Affairs course might also lead to presentation of a panel or program in a school assembly, or the implementation of a student council project or an all-school activity. Otherwise, the course may tend to be less effective and functional in life situtations that go beyond the classroom into the school and the community.

SPECIFIC OBJECTIVES

To help students gain current accurate facts and information on our democratic institutional and community life concerns

To develop in students a functional awareness of recent individual and group and sociological and psychological developments, influencing them in their personal adjustments and growth

To encourage students to survey community life, and to stimulate their participation in community life situations through individual and group projects

To help students develop proper civic attitudes and intelligent action as demanded in our democratic society

To increase students' skills in critical thinking and ability to do active problem solving

To motivate students'so that they have a lasting interest in social living and in active participation in community life

OUTLINE OF CONTENT

I. The role of the family in the life of modern man is essential.

- A. Historical background
  1. Basic unit of society
  2. Self-sufficient unit
  3. Center of social and educational activities
  4. Industrial Revolution brought changes
- B. The modern family
  1. Great variability
  2. Fewer children
  3. Much training turned over to specialists
  4. Can be a training ground for democracy
  5. Must give the child a sense of security
- C. Importance of housing
  1. Ideas to remember when choosing a house
  2. Federal government promptes good housing
     - a. Federal Housing Administration
     - b. Public Housing Administration
     - c. Urban Renewal Administration

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Have each student gather material from contractors explaining the different home styles. Using the bulletins published by the FHA as a guide have each student determine his minimum down-payment, principle, and interest. Invite a realtor to answer any questions concerning this subject. This is an opportunity to continue by having the class estimate the amount of income necessary to purchase the type home most will desire.

Locate for your students a few books on courtship and marriage that use the case study approach. Assign a case to different groups and have them report to the class. After each case has been presented have each member of the class list reasons

D. Marriage
1. Values
a. Companionship
b. Fulfilling basic needs
2. Factors for a good marriage
a. Both have good characteristics
b. Similar backgrounds
c. Happy childhood

E. Divorce
1. Increasing
2. Divorce affects the children.
3. Causes
a. Women are more independent.
b. Expect too much of marriage
c. Complexness of our society
d. Young marriages
4. Marriage counselors

F. Planning for a successful marriage
1. Items to consider
a. Age
b. Good health
c. Sex information
d. Ability to manage money
e. Vocation
f. Homemaking skills
g. Knowledge about raising children
2. Courtship
a. Dating
b. "Going steady" – advantages and disadvantages

II. Our educational systems are changing.

A. Historical background
1. Early America
2. First public schools
3. Changes since 1900

B. Problems in education
1. Increase enrollments
2. Classroom shortage
3. Teacher shortage
4. Increased cost
5. Public criticism

C. Proposed solutions
1. Make schools more selective
2. Teacher teams
3. Teacher aids
4. Television
5. Teaching machines
6. Conant Report

D. All our governments aid the schools.
1. Local tax support
2. State aid
3. National Defense Education Act of 1958
4. Federal aid
a. Arguments for and against
b. Proposals in 1961 for Federal Aid to Education Act

E. Individual and group action for improvement
1. Good student and responsible citizen in school
2. Active interest in school-community affairs

III. We learn to use our leisure time wisely.
A. Historical background
1. Nation of farmers – not much leisure time
2. Industry and urbanization have created

for divorce, both underlying and immediate. Then, as a class, attempt to list certain general chararteristics or backgrounds that a young person must recognize if he or she anticipates a successful marriage.

Motion Pictures:

00–87 **Place to Live**

Have a committee make a study of the Kansas City School District budget and present the figures to the class on chief items of expenditure. The teacher should point out the expense involved in education. Have another committee compute the total amount that will be spent per student upon graduation and then determine the total for the class. The **Missouri State Foundation Program** should be examined by another committee This group should be guided so that the class understands which school systems benefit the mos and why. Refer to **School Facts,** Kansas City School District.

Organize a debate: Resolved: That Federal aid should be granted to state and local school systems.

Have students prepare brief papers setting forth their personal convictions concerning, "The student's responsibility for learning how to assum adult citizen community activities," or, "How the schools can better prepare youth for adult responsibilities."

Motion Pictures:

00–180 **It's the Brain That Counts**

Have a group of students gather information of a statistical nature to prove the following statement: "The amount of leisure time is increasing in the United States." Is this a problem? If the majority of the class agrees with this thesis, then more leisure time.

- B. Need for thought concerning leisure time
    - 1. Amount increasing
    - 2. Recreation is vital.
    - 3. Valuable leisure activities can be developed with individual growth.
- C. Criteria for a valuable leisure time activity
    - 1. Relieves tension
    - 2. Provides new experiences
    - 3. Challenges the individual
    - 4. Stimulates self-expression and creativity
    - 5. Develops appreciation

IV. We must continue to work against prejudice and discrimination.

- A. Historical background
    - 1. Freedom for all is a basic principle upon which our country was built.
    - 2. Immigration brought many different cultures to our country.
    - 3. Restrictions on immigration
        - a. Chinese Exclusion Act, 1882
        - b. First law limiting immigration numerically, 1921
        - c. McCarran-Walter Immigration and Nationality Act of 1952
    - 4. Intolerance toward Negroes
        - a. Slavery
        - b. 13th Amendment
        - c. Segregation
        - d. Integration started
    - 5. Intolerance toward other minority groups
        - a. Jews
        - b. Puerto Ricans
        - c. Orientals
        - d. Other minority groups
- B. Prejudice and discrimination
    - 1. Definition of prejudice
    - 2. Prejudice comes from
        - a. Distrust of outsiders
        - b. Hasty generalizations
        - c. Influence of family and community
        - d. Fear and insecurity
    - 3. Definition of discrimination
    - 4. Forms of discrimination
        - a. Lack of employment and promotion
        - b. Denial of housing facilities
        - c. Age and sex
        - d. Economic class
- C. The race problem
    - 1. What the Negro wants
        - a. Equality of opportunity
        - b. Good education
        - c. Equality under the law
        - d. Free suffrage
        - e. Respect, not toleration
    - 2. Basis of problem
        - a. False notions
        - b. Historical developments
    - 3. Definition of race
    - 4. Scientific facts on racial differences
    - 5. Recent progress made on the problem
        - a. General change of public opinion
        - b. Recent civil rights legislation
        - c. Party platforms of 1960
    - 6. Inequalities still exist

have students state the problem clearly. Have a group illustrate by personal experience that an avocation can be used to raise the cultural level of an individual.

Secure recent films showing changes in American urban life which call for readjusting our thinking concerning urban recreation.

Motion Pictures:

00–66 Make Way For Youth

Have a committee make a graph illustrating the movements toward acceptance of the Negro in our society. Suggest that the members of the committee use the time bar technique. Insist that they wait until after the graph is finished before labeling it. Move their thinking toward the idea that a trend is being set in this area. Possible title could be "Freedom and Equality Is Closed for Minority Groups."

Have one student gather information on the American attitudes toward the Germans in this country during World War I. Have another look for information on attitudes on the same subject during World War II. Then pose this question for class consideration: Has the United States become more mature?

Send a delegation of students to visit and discuss the discrimination problem with the Commissioner on Human Rights of Kansas City. A report or possibly a tape recording of the interview should be presented to the class. Be sure the delegation asks the following: "What is the function of the Commission? What are the powers and duties of the Commission, etc.? What has the commission accomplished to date?" Refer also to "Teaching Units in Human Relations produced by the Missouri Human Relations Commission," Jefferson City, Missouri.

Have your whole class draw up a "Civil Rights" code which could be incorporated in the student's Handbook or placed in your school newspaper.

Discuss the question: "Under Missouri Law, are there certain rights which all American citizens do not possess?"

Have a group of students make a class bulletin board of news items about people and organizations currently concerned with human rights. Send to city and state agencies and commissions,

D. Problems of other minority groups
  1. Puerto Ricans
    a. Background to situation
    b. Live in deteriorated neighborhoods
    c. Adjustment to new country is difficult.
    d. Education of children is a problem.
  2. Migratory workers
    a. 500,000 in our country
    b. Family travels and works
    c. Schooling of workers' children is not available.
    d. Outside of the protection of the law
  3. Indians
    a. 460,000 in our country
    b. Freeing Indians of Federal control
    c. Federal efforts to aid the Indians

V. We examine the problems of crime and juvenile delinquency.

A. Historical background
  1. Past treatment criminals
  2. Improvements and reforms
  3. Present treatment of criminals

B. Increase in crime rate
  1. Types of offenses
    a. Felonies
    b. Misdemeanors
  2. The cost of crime
    a. Direct cost
    b. Indirect cost
  3. Juvenile delinquency
    a. Definition of a juvenile delinquent
    b. Problem is increasing.

C. Probable causes
  1. Theories vary
    a. Poverty and prosperity
    b. Breakdown of the family
    c. Persistent failure
    d. Effect of urban slums
  2. Harmful factors in our society

D. Possible solutions
  1. Punishment has not been effective.
  2. Punishment of parents was not effective.
  3. Understanding and help through social welfare agencies
  4. Parent education
  5. Provide detention homes
  6. Improving our juvenile courts
  7. Improving correctional schools
  8. Improving our probation system
  9' Support the efforts of public schools
  10. More community services for children

VI. We take a good look at ourselves.

A. Historical background
  1. The study of human behavior is relatively new.
  2. The role and importance of psychology in our lives

B. Self evaluation and understanding
  1. Observe the behavior of other people.
  2. Variations in behavior
    a. Goal-directed behavior
    b. Habitual behavior
    c. Expressive behavior
  3. Basic psychological needs
    a. Love and affection
    b. Security

to Federal agencies, to the United Nations, and to private agencies in the field of human relations for free material, posters, pamphlets, etc. - - and post these on the bulletin board.

Have a committee gather information on young gangs operating in New York City; history of the Puerto Rican element in New York City. When these reports are presented to the class, guide their thinking to show possible causations for solutions to the rise of gangs.

Motion Pictures:

0–44 **Boundary Lines**
0X–410 **Tobacco and the Human Body**
0X–136 **Town That Came Back**

Arrange a debate between members of your class on the topic. Resolved: That capital punishment should be abolished. Allow some time at the end of the class period for general class discussion of the topic.

Orangize an investigation committee to report to the class the function of the juvenile court. The best method is for the members to visit the court and interview case workers. The final report on the present situation and recommendations for improvements should come from the committee

Invite a local probation officers to talk to your class on "The Probation and Parole System in Our Community." Try to find out about the training and work of probation officers.

Have the bulletin board committee make and display a collection of cartoons that illustrate immature behavier and attitudes. Using an opaque projector, show selected ones to the whole class Discuss the troubles that arise from immature attitudes and behavior.

Have two committees, one for writing and one fo production. Prepare and present to the class a one-act play entitled "All in a Day's Work." Th play should show the importance of emotional maturity in getting along with fellow workers and th boss.

        c. Adventure
        d. Recognition
        e. Creative expression
        f. Self-esteem

    C. Emotions
        1. Definition of emotions
        2. Emotions both help and hinder us.
        3. Emotional problems, frustrations, and conflicts
        4. Emotional tension affects our health.
        5. Helpful hints on emotional problems

    D. Mental illness
        1. Definition
        2. Various types
        3. Treatment and care
        4. Costs involved

    E. Maintaining personal maturity and good mental health
        1. Characteristics of the mature person
        2. Basic steps to good mental health

VII. We examine a current personal problem: choosing a vocation.

    A. Historical background
        1. In colonial times there was little choice to be made.
        2. Division of labor created many varied occupations.
        3. Government has helped in the problem.
            a. Smith-Lever Act
            b. Smith-Hughes Act
            c. G. I. Bill of Rights

    B. The importance of a wise choice of vocation
        1. Effect on your whole life
        2. Contribution to society

    C. Getting information about vocations is essential.
        1. Current vocational trends
        2. Sources of information
            a. Part-time work experience in a related job
            b. Discuss future employment with workers.
            c. Visit various industries and places of business.
            d. Read about different jobs whenever you can.

    D. Self-analysis will help you.
        1. Begin with your interests.
        2. Know your abilities and aptitudes.
        3. Special skills may indicate the best choice for you.
        4. Know your personal traits.

    E. Training for your job
        1. Consider formal training beyond high school.
        2. Consider vocational schools.
        3. Apprenticeships and in-plant training are practical.

    F. Your opportunities by going to college
        1. You must be qualified.
        2. You must be able to afford it.
        3. Selecting the right college

    G. Your military service
        (Note: These programs will vary from year to year.)

Invite a representative of the United States Employment Service or of your state employment service to come and talk to your class on the topic, "Job Opportunities in and Near Our Community."

Stage some practice job interviews in your class. Select one student to be the personnel manager, and three students to be applicants. Decide what job they are to apply for and have the prospective employer ask the same questions of each applicant. Have them step out in the hall and come in one at a time for their interview. Your class should decide which one should be hired and why.

Arrange for your class to take some interest, ability, or aptitude tests.

Have the class vote on one branch of the armed services in which students are most interested. Invite the local recruiter of the branch and have him tell the class what the advantages would be be of enlisting in it.

Invite resource persons to present personnel policies and practices, and/or job opportunities and demands.

VOCABULARY

anthropologist
apartheid
apprenticeship
aptitude
attitude
criminologist
discrimination
editorials
felony
filibuster
frustration
infatuation
integration
intelligence
libel
misdemeanor
neurosis
parole
penologist
prejudice
probation
psychiatrist
psychosis
recognition
recreation
reformatory
refugee
segregation
slander
telephoto

Suggested additional units for development and depth study:

- Housing
- National Defence in the Space Age
- Social Security
- Tariff and World Trade
- Taxation and Public Debt
- Transportation and communication

IDENTIFICATIONS

capital punishment
captive audience
change of pace
child development
civil rights
Conant Report
consistent discipline
crime prevention
F.C.C.
juvenile court
Kuder Vocational Preference
legal grounds
migratory workers
nervous tension
Occupational Outlook Handbook
"one party press"
percentile score
programmed learning
psychosomatic illness
"scoop"
self-analysis
"slanted" news
team teaching
wire service

CULMINATING ACTIVITIES

Have your officers and a student committee plan and carry out a co-operative(team teaching project) program to be given by your Social Studies department on a Current Affairs problem. Try to have student representatives from most Social Studies classes meet and plan a panel or dramatization to give before a civic group in the community. Such a project and activity might lead to a survey of a community problem and concerted action on its solution. (Current juvenile delinquency activities might be a subject for discussion.)

Plan and carry out a poster contest among your students and any other social studies students on some things to do individually and collectively to help motivate action on community problems. A display of such posters in the classrooms and lower hall might be used as part of the project and activity conducted by a student committee and class officers. (Doing something about **Education** might be a good subject for **Education Week**.)

Plan and carry out a research study and have a committee report on "curbing prejudice and discrimination." Emphasize through use of graphs, charts, and pictures facts and conclusions on the significiance of the problem, and individual and group action in improving human relations in a democracy. You might want to select an editorial on human relations for your school newspaper.

Plan and carry out under the teacher direction, class officers, and a special research committee a TV presentation on the importance of knowing oneself, the technique of writing business letters and applications, and the important ways of participation in an oral interview. To point out and clinch the presentation, an opaque or overhead projector might be used to show poor and good business letters and applications, and a chart on knowing oneself. A skit depicting the wrong kind of interview might be given as contrasted with another skit on the right kind of interview. (Display a pleasing, vital, and interesting personality as indicated in person and on paper.)

Make a list of anticipated questions that a prospective employer might ask you as a prospective employee. State in note from the answers which you might give to these anticipated questions. Do the same thing for anticipated interviews of resource people, research reports that you might give, and discussion on which you might take part. Since "spark" and enthusiasm are important characteristics of personality, reflect this in your notes for anticipated demands on your contributions. Use visual aids to make this presentation to the class.

The material used in this unit and other units in this course is highly related to citizenship, except more emphasis is placed on problem-solving techniques, gathering information, and developing deeper insight. Therefore, teachers can always use posters, graphs, and student participation in her programming. One technique in motivation is to present some of your activities over TV. The administrative details would cause certain problems; however, these could be worked out.

EVALUATIONS

Through cumulative and co-operative projects and activities, evaulate student's growth in civic attitudes, civic actions, and in problem-solving skills.

Through student experiences and activities, determine student's ability and maturity in dealing with human relations.

Through testing and written work, grade student's knowledge and understanding of problem area discussions carried on in class.

Evaluate through observation students' participation in and responsibility for civic activities in and about the school and community.

Through comparisons of discussions, activities, and projects at the beginning of the course in Current Affairs, evaluate student progress and growth in effective discussion techniques.

RESOURCE MATERIALS

Dunwiddie, William E., and Kidger, House, (text)	**Problems of Democracy**	Ginn
Allport, Gordon W.,	**The Nature of Prejudice**	Anchor Books
	Glimpses of Our National Parks	Nat. Prk. Sev., Washington, D.C.
Ballard, Virginia, and Strong, Ruth,	**Ways to Improve Your Personality**	McGraw, Hill
Black, Algernon	**If I Marry Outside of My Religion**	Public Affairs Pamphlet No. 204
Conant, James B.,	**The American High School Today**	McGraw, Hill
Duvall, Evelyn, and Hill, Reuben,	**When You Marry**	Associated Press
Ferrari, Erma P.,	**A Teen-Ager's Guide to Personal Success**	Abington Press
Harbin, E. O.,	**The Fun Encyclopedia**	Abington Press
	Job Guide for Young Workers	U. S. Dept. of Labor, Washington, D.C.
Kirkendall, Lester A.,	**Too Young To Marry**	Public Affairs Pamphlet No. 236
Mayer, Martin,	**The Schools**	Harper
Osborne, Ernest,	**Democracy Begins in the Home**	Public Affairs Pamphlet No. 192
Smith, Robert P.,	**How To Do Nothing With Nobody All Alone by Yourself**	Dutton
Swift, Henry, and Swift, Elizabeth,	**Running a Happy Home**	Day

AUDIO VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–151	**Alochol and the Human Body**
00–232	**Alcoholism**
00–607	**Brotherhood of Man**
0–1011	**Color of Man**
0–94	**Defending the City's Health**
0X–77	**Living City**
00–87	**Place to Live**
00–649	**Thinking Machines**

PROFESSIONAL

Glueck, Sheldon, and Glueck, Eleanor,	**Delinquents in the Making**	Harper
Hirsh, Selma,	**Fear and Prejudice**	Public Affairs Pamphlet No. 245
	Human Rights Correlative Teaching Units for the High Schools of Missouri	The Missouri Commission on Human Rights, State Capitol, Jefferson City, Missouri
Javits, Jacob K.,	**Discrimination: U.S.A.**	Harcourt, Brace
King, Edmund J.,	**Other Schools and Ours**	Holt, Rinehart, & Winston
Long, Gladys,	**Mental Health**	H. W. Wilson
Menninger, William C.,	**Understanding Yourself**	Science Research Assoc.
Mulak, Margaret, E.,	**Hobbies: The Creative Use of Leisure**	Harper
Overstreet, Harry,	**The Mature Mind**	Norton
Paton, Alan,	**Cry, the Beloved Country**	Scribners
Schindler, Dr. John,	**How to Live 365 Days a Year**	Prentice, Hall
Wright, Richard,	**White Man, Listen**	Doubleday

GRADE TWELVE — SOCIAL STUDIES

COMPARATIVE GOVERNMENT

(ELECTIVE - ONE SEMESTER)

UNITS OF STUDY

COMPARATIVE GOVERNMENT – Elective – One Semester

Unit One: Two-party Democratic States Strongly Influence Today's World.

Suggested Time – Three Weeks

OVERVIEW

It is important for the students to realize that the political party is a vital tool of government in the American system and they should understand its function. It is important for the students to understand that the two-party system of government has proved to be the most stable type of government.

This unit will show how the two most stable democracies (the United States and Great Britain) use the two party system for the benefit of all of their people and that these systems can be compared with the other political systems that will be studied later.

SPECIFIC OBJECTIVES

To help the students understand that the political parties, which have developed outside the framework of governments, are essential to the functioning of democratic government

To help the students understand that responsible political parties have made democratic governments more stable

To help the students understand that the two-party system is the best check on democratic government

To help the students realize that the two-party system government is controlled by the majority of the people

OUTLINE OF CONTENT

I. Political parties grow and develop in the United States.
  A. Early parties in the United States
    1. Federalist
    2. Anti-federalist
  B. Other parties

II. Political structure of the United States is based on the Constitution.
  A. A dual system
    1. Federal government
      a. Foreign relations
      b. Interstate activities
      c. Armed forces
      d. Currency
      e. Powers delegated to it by the states
      f. Concurrent powers enjoyed by both federal and state governments
    2. State governments
      a. Education
      b. Intra-state activities
      c. Powers not prohibited by the Federal Constitution or state constitution
      d. Concurrent powers with the federal government
  B. Check and balance features
    1. Relationship of state and federal governments
    2. Powers of three separate departments
      a. Legislative
      b. Executive
      c. Judicial

III. Political parties operate within a definite structure.
  A. National committee and national chairman
  B. State committee and state chairman
  C. County committee and county chairman
  D. Local precinct leaders and workers

IV. Political parties perform necessary functions for government.
  A. Furnish machinery to elect officials

LEARNING EXPERIENCES AND ACTIVITIES

See textual materials.

Search the Constitution for any mention of political parties.

Political parties are constantly searching for workers. Volunteer for some political work in the party of your choice as a junior citizen.

Read today's newspaper and give a resume of selected articles on the activities of political parties.

Scan a weekly news magazine and report in class briefly on articles on current activities of political parties.

Read a biography of your favorite political leader. Criticize his political contributions.

Compose and conduct a political poll of a random sampling of your class associates or neighbors.

State the following propositions for class discussion: (a) All politicians are dishonest. (b) "Man is by nature a political animal," according to Aristotle. (c) Man's political behavior is normally rational rather than emotional. (d) It is only human nature for men always to prefer democratic to other forms of government. (e) All elected officials follow their party's platform.

B. Furnish candidates for offices

C. Develop basic philosophy for conduct of government

D. Hold officials responsible to the party for their conduct in office

V. Political parties accept the principle of rule by the majority.

A. The candidates are elected by a majority vote.

B. The candidates campaign on their record and their political philosophy.

C. The decision of the majority is accepted.

D. Appointive offices are filled by the majority party.

VI. Great Britain is credited with being the mother of parliaments.

A. Members of the House of Commons are elected from boroughs, etc.

B. Members of the House of Lords hold their office by right of birth.
(A recent law provides for a limited number of Lords to hold office for life.)

C. Cabinet officers must come from the parliament.

D. Prime Minister is elected and must be the leader of the victorious party.

VII. The British government is responsive to political parties.

A. Conservative party
  1. Committed to the capitalist system of economic development
  2. Has been the dominate party in Great Britain

B. Labor party
  1. Its philosophy is dominated by socialism.
    a. Came to power in 1945
    b. Nationalized much of Britain's industry
  2. Labor party today

C. Party policy
  1. Handed down from the top leadership
  2. Party discipline is strict.

VIII. The following countries are associated with the British as commonwealth nations.

A. Canada, Australia, New Zealand, Ceylon, Cyprus, Ghana, Great Britain, India, Malaya, Nigeria, Pakistan, and Sierra Leone

B. Other independent states using the two-party system
  1. There are a number of other independent states using the two-party system that have no official ties with a mother country.
  2. Philippines, Japan, Union of South Africa, Mexico and Liberia

Construct a chart with the following headings: (a) radical, (b) liberal, (c) conservative, (d) standpatter, (e) moderate, (f) reactionary, (g) revolutionary, and (h) middle-of-the-roader. Write an explanation of the term under each heading, and, where possible, include a news clipping or an illustration in our government life today to show how these people are a part of political parties of our government.

Contact the British Embassy for literature available for general distribution concerning the British government, economy, or the British way of life.

Read your daily newspaper and note the number of articles or events relative to the British Empire.

From a current news weekly, note examples showing the importance of the British government to the United States.

Kansas City has a large British Consulate. Have a committee interview one of the British officials and report the interview to the class.

Films of British industry and products are always available at the British Consulate for showing in your classroom. Secure a loan of appropriate films.

Acquire an understanding of the "Rights of Englishmen." Assign several students to report on the basic English political documents.

Propositions for class discussion: (a) The British have an unwritten constitution (b) The British Monarch is merely a figurehead (c) The British are more democratic, politically, than the United States, but less democratic, socially.

Using the current **World Almanac** and other source materials, have students survey briefly each of the commonwealth countries.

VOCABULARY

appointive
concurrent
consulate
elective
embassy
executive
judiciary
majority
philosophy
plurality
precinct

IDENTIFICATIONS

cabinet
checks and balances
House of Commons
House of Lords
minor party
prime minister

CULMINATING ACTIVITIES

Prepare and conduct a panel discussion followed by an open forum on the importance and function of the two-party system of government.

Contrast in chart form the purposes and workings of the parliamentary system of the British government with that of the congressional system of the United States.

Hold a round-table discussion on the functions and organizations of political parties. Use critical thinking based on developments in political parties for an evaluation of their value.

Conduct research on the two-party platforms of the major parties in the United States. Report to the class and follow with a discussion led by a student moderator. Such discussion can be enhanced by three "Republican" students and by three "Democratic" students, presenting and discussing their party platforms and their achievements.

Prepare student reports and discussions on other representative two-party governments as indicated in the "Outline of Content." Use some "flashbacks" but apply to contemporary governments; make references to relationships of these governments with the United States and its government.

Make a poster comparing the main characteristics and organizations of the major two-party governments of the world. Relate to contemporary developments. Include leading personalities of these countries.

Report on a feature TV or radio broadcast concerning political development and account for causes and effects involved in this event.

Read such news periodicals as **Newsweek, U.S. News and World Report, Time,** and political science magazines. Report to the class a major article on developments in two-party governments.

EVALUATION

Through objective and essay tests, determine students' knowledge and understanding of two-party governments, including their own government.

Through written work and short check tests, observe students' growth in appreciation for and proper attitudes toward their government

Observe students' participation in and responsibility for activities and discussions indicating their skills in interpreting and following contemporary political events and developments.

Determine through observation of students' interest in and leadership responsibility for the activities and life of the school.

RESOURCE MATERIALS

Andrews, William G.,	**Constitution and Constitutionalism**	D. Van Nostrand
Ebenstein, William,	**Today's Isms**	Prentice Hall
Steinberg, Samuel,	**Contemporary Governments in a Changing World**	Oxford Book
Finer, Herman,	**The Major Government of Europe**	Row Peterson
Munro and Ayearst,	**The Governments of Europe**	Macmillan

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0–325	**Political Parties**	(15 min.)
00–302	**Pressure Groups**	(15 min.)
0–340	**Public Opinion**	(15 min.)
00–441	**Voting Procedures**	(15 min.)
0–205	**How We Elect our Representatives**	(15 min.)

PROFESSIONAL AIDS

Brogan, D.W.,	**Politics in America**	Harper
	Democracy and the Organization of Political Parties (revised edition) 2 Vols.	
Keith, A.B.,	**The British Cabinet System** (2nd edition)	
McKenzie, R.T.,	**British Political Parties**	

COMPARATIVE GOVERNMENT – Elective – One Semester

Unit Two: Multi-Party Democratic States Experience Confusion.

Suggested Time – Three Weeks

OVERVIEW

It is important for the students to realize that many modern governments constantly have reached back into the past to borrow from two basic political ideas; namely, the Athenian Democracy and the Roman Republic. It is also important for the students to understand that these modified patterns of government are applied with readjustments to fit today's needs for democratic governments.

Many nations have adopted the multi-party approach in search of a responsible and effective government. This unit shows how some representative nations are trying to achieve this end.

SUBJECT OBJECTIVES

To help the students understand that many democratic governments are delegated authority by a plurality vote

To help the students understand the complex problems and methods used in compromise in multi-party governmental activities

To help the students evaluate the inadequacies of a non-decisive political authority

OUTLINE OF CONTENT

I. The French government develops into a democratic republic.
  A. Constitutional government develops after five attempts.
    1. First French Republic (1789–99)
    2. Second French Republic (1848–51)
    3. Third French Republic (1871–1940)
    4. Fourth French Republic (1946–58
    5. Fifth French Republic (1958–   )
  B. The organization of the French government provides for the separation of powers.
    1. Sovereighty rests in the people.
    2. Presidential authority
    3. Responsible ministry
    4. Parliamentary authority
      a. National Assembly
      b. Senate
    5. Constitutional Council
    6. Judicial authority
    7. Territorial units
    8. The community
  C. The French political parties must compromise to function.
    1. The Communists
    2. The Socialists
    3. The Radical Socialists
    4. The Popular Republican Movement
    5. The Union for the New Republic
    6. The Independents
    7. Organisione Armée Secreté
    8. Many splinter groups

II. The Italian government develops into a democratic republic.
  A. Constitutional government develops in Italy.
    1. City-state constitutions (500–1795)
    2. Liberal constitutions granted to Italian subjects by foreign rulers (1848–50)

LEARNING EXPERIENCES AND ACTIVITIES

See textual materials.

Discuss the reasons for the four failures in democratic government by France. Why do the French persist in establishing a democracy? What were some of the weaknesses of the previous regimes?

Write an editorial representing an American's idea of the best and worst features of the French government.

Draw a cartoon depicting the characteristics of the French government.

Compare the Constitution of the Fifth French Republic with that of the United States constitution and show how it resembles the American system of "separation of powers."

"France shall be an indivisible, secular, democratic, and social republic." Discuss why all these stresses or types of government are needed.

Compare the United States Federal system with that of France and England. Discuss the advantages of each system in principle.

Discuss whether you think the French plan of electing its president is superior or inferior to our system. Why? Why didn't it matter as much in France before September, 1958, as it does today concerning which way the president is elected?

Write an essay on the effect of differences of purpose of minority parties and the necessity for compromise. Is there any real progress when one must "give up two inches to gain one"?

Are any provisions made for political parties and political activity in the constitution of the Fifth French Republic?

In what respect are the ideas of the French concerning political parties opposite to those of the Russians?

Discuss: Why was it difficult for the Italians to set up a national government before 1860? Why was it possible for the individual states to go their own way? How did Napoleon start Italy on its way to unification.

3. Sardinia-Piedmont Constitution (1848)
4. Republican Constitution (1948)

B. The Organization of the Italian government does not provide for the separation of power.
   1. Sovereignty rests in the people.
   2. Nominal presidential authority
   3. Responsible ministry
   4. Parliamentary authority
      a. Chamber of Deputies
      b. Senate
   5. Judicial authority
   6. Constitutional Court
   7. Local Government

C. Italian political parties must compromise to function.
   1. Christian Democrats
   2. Socialists
   3. Fusionist Socialists
   4. Communists
   5. Liberal Party
   6. Republican Party
   7. Monarchist Party
   8. Italian Social Movement
   9. Thirty splinter parties

III. The West German government develops into a democratic republic.

A. Constitutional government develops in West Germany.
   1. North German Federation (1867–71)
   2. The Second Reich (1871–1918)
   3. The Weimar Republic (1918–1933)
   4. The Third Reich (1933–45)
   5. Modern Germany
      a. The Federal Republic of Western Germany (1949––––)
      b. The East German "Democratic Republic" (1949––––)

B. The organization of the West German government provides for some separation of power.
   1. Sovereignty emanates from the people.
   2. Legislative authority
      a. Bundestag
      b. Bundesrat
   3. Federal Government
      a. The Federal Chancellor
      b. The Federal Ministers
   4. Judicial authority
   5. Local government

C. The West German political parties must compromise to function.
   1. Christian Democratic Union
   2. Social Democratic Party
   3. Free Democratic Party
   4. Communist Party
   5. Bavarian Christian Union
   6. Many splinter parties

IV. Other multi-party governments operate today.

A. Austria

B. Belgium

C. Brazil

Write an essay explaining why the Sardinia-Piedmont constitution of 1848 was still in force in Italy until 1948.

Discuss: Why did Fascism become recognized as constitutional? How does a dictatorship acquire a democratic appearance?

Discuss: History seems to indicate that the people of Italy are more susceptible to dictatorship than are the English. To what factors or conditions do you think this is due? Is there any way of overcoming this tendency?

Compare the presidential power in Italy with that in France or the United States.

Why is executive power closely guarded under the Italian constitution?

Discuss: Why was Italy declared to be a democratic republic "founded on work" in its preamble?

Why did the communists change their stand on regionalism after the election of 1948?

Discuss: The six parties of resistance formed the basis of the first post-Fascist governments. The Christian Democrats and the communists became the outstanding contenders for power following the adoption of the new constitution.

Why do political parties with opposite points of view form a coalition government?

Discuss: Why was it difficult for the Germans to form a national government before 1871? How did Napoleon III assist in the unification of Germany?

How did Article 48 of the Weimar Constitution make it possible for the establishment of a dictatorship in Germany?

Write an editorial concerning the Potsdam plan of German occupation. How did this influence the division of Germany?

Discuss: Germany should be reunited now!
(pro and con)

Discuss: The Federal Republic of Germany is a democratic and social federal state.

Contrast the responsibility of today's chancellor to the Bundestag with the lack of responsibility during Bismarck's time.

What is the purpose of the transitional and concluding provisions of its constitution?

Discuss: What provisions for political parties and political activity were set out in its constitution?

Contrast West Germany's license for political activity and East Germany's prohibition of it.

Build a classroom reference library.

Contact the embassies of various nations for resource materials pertaining to their respective governments. A file of such resource material can be most valuable to the current progress of this course.

D. Finland
E. Iceland
F. India
G. Israel
H. Mexico
I. Netherlands
J. Somali
K. Uruguay
L. Tunisia

VOCABULARY

Bundestag
Bundesrat
commune
communism
compromise
constitution
democracy
fascism
monarchy
regime
Reich
republic
secular
senate
socialism
sovereignty
statutes
subversion
syndicate

IDENTIFICATIONS

city-state
constitutional council
constitutional court
federal government
house of deputies
judicial authority
multiple party system
multi-party
national assembly
non-decisive authority
responsible ministry
separation of powers
splinter parties
territorial units
trade unions
veto power
youth organizations

CULMINATING ACTIVITIES

Prepare research reports on such representative multi-party governments as those of France, Italy, West Germany, and major governments of Latin America. Present these reports to the class, using visuals, and recent newspaper and news magazine clippings on contemporary events.

Conduct a round-table discussion on major current events which indicate specific developments or trends in multi-party democratic states. Refer to adult news publications in the library.

Defend either the multi-party system or the two-party system of government. Account for such governments in the respective countries involved.

Evaluate the achievements of multi-party governments and the possibilities of co-operating with them in matters of international relations.

Debate the proposition that the greatest influence on the kind of government an area uses depends primarily on its people and its leaders. Cite personalities as leaders of the world; note the influence of geographic factors; and indicate the cultural patterns.

Explain in class discussion the difficulties of compromise and the presence of complex problems in multiple-party governments. Where ever possible, give examples.

Discuss as a class the place of minor political parties in a multiple-party government as contrasted with their place in two-party government. Would dictatorship occur in one more easily than the other? Why?

Compare through biographical studies, the variations in levels of leadership in several of the major governments of the world.

EVALUATION

Through objective and essay tests, determine students' knowledge of the functions and organizations of multi-party governments. (Relate to achievements or happenings of these governments in today's world.)

Through observation and teacher participation with students, evaluate student reactions and understandings as evidenced by their responsibilities for and participation in activities and projects.

Determine student's skills in planning democratically class and school activities which extend into the community. Weigh the effects of your teaching on parents, civic groups, and your school and community as to interest, response, and increased participation in democratic activity.

EVALUATIONS (Continued)

Observe students' attitudes of increased appreciation of problems involving governments as related to peoples, areas, and pressures.

Evaluate students' ability to analyze and suggest methods of solving or reconciling political problems in multi-party systems.

Using short tests and written work paragraphs by the students, judge their real feelings and thinking on the causes and effects of different governments as they make comparisons with the government of the United States.

RESOURCE MATERIALS

Andrews, William G., (text),	**Constitutions and Constitutionalism**	D. Van Nostrand
Ebenstein, William, (text),	**Today's Isms** (paperbacks)	Prentice Hall
Steinberg, Samuel, (text),	**Contemporary Governments in a Changing World**	Oxford
Munro, Wm. B., and Ayearst, Morley,	**The Governments of Europe**	Macmillan
Finer, Herman,	**The Major Governments of Modern Europe**	Row, Peterson

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0–474	**Powers of Congress**
00–406	**President**
00–409	**Supreme Court**
00–316	**Defining Democracy**

Filmstrips:

F– 343	**Federal System of Checks and Balances**
F–2066	**Milestones on Road to Democracy**
F–2068	**Nationalism and World's Balance of Power**

PROFESSIONAL AIDS

Write to embassies of countries studied for materials pertaining to their governments.

Write to the University of Missouri and the University of Kansas for newly acquired audio-visual aids appropriate for use in the course.

"Christian Democracy in Italy and France" (Notre Dame, Indiana, 1952)

"The French Union: Centralism or Federalism" **International Journal** (autumn, 1952)

"The Government and Politics of Germany" – Karl Loewenstein

8

COMPARATIVE GOVERNMENT – Elective – One Semester

Unit Three: Democracy, Capitalism, and Socialism Function in the Scandanavian Countries.

Suggested Time – Two Weeks

OVERVIEW

It is important for the students to realize that many governments have attempted to solve national economic problems through the "middle-way." It is also important for the students to understand that this "middle-way" is not a "fifty-fifty" proposition but rather a slightly compromising variation of capitalism.

In this unit, we will study examples of such compromising economic systems which are fitting the particular needs of certain peoples.

SPECIFIC OBJECTIVES

To help the students understand that the Scandinavian economy is basically capitalistic

To help the students understand that all peoples have different basic needs because of the different resources available

To help the students understand that enlightened capitalism has made the greatest contributions to mankind

OUTLINE OF CONTENT

I. Denmark ties socialism to monarchy and modern democracy.

   A. Denmark's Constitution provides for a hereditary king.

   B. The Constitution of Denmark provides for an elected Floketing (Parliament).
      1. The majority party elects the Statsraadet (cabinet).
      2. The prime minister heads the Statsraadet.
      3. The king is the nominal president of the Statsraadet.
         Denmark's dominate party is the Social Democrats.

II. Norway, like Denmark, combines the monarchy with the democratic processes.

   A. The king is a constitutional hereditary officer.

   B. An elected assembly
      1. The Storting (Parliament) elected by universal suffrage –
         The Lagting, comprising one-fourth of membership
      2. Executive power is vested in a cabinet headed by a prime minister.
         a. The cabinet is responsible to the Storting.
         b. The king has no power to dissolve the Storting.
      3. Judicial power

III. Sweden gives its king real power.

   A. Legislative power is vested in two-house Riksdag.
      1. Upper chamber called Forsta Kammaren
         a. Composed of 150 members
         b. Elected for 8 years by provincial and municipal councils
      2. Lower Chamber, Andra Kammaren, is composed of 250 members elected by universal suffrage.
      3. Council of State (cabinet) is responsible to the Riksdag.
      4. The king has real power.
         a. Shares his executive power with the responsible ministry

LEARNING EXPERIENCES AND ACTIVITIES

See textual materials.

Write to the Danish Embassy for material that is published for general distribution.

Assign several students to report on the Danish co-operatives.

Have a student contact the Danish Consul and arrange for an interview or for a talk to the class.

Discuss: (a) Monarchies make for a more stable form of government than do republics. (b) Socialism and Communism have the same ultimate objectives. (c) Denmark, Norway and Sweden have political and economic policies known as the "middle-way." (d) "Creeping Socialism" is a dangerous policy. (e) Suicides are the highest per 1000 people in the Scandanivian countries. Could socialism have anything to do with this degree of self-destruction?

Write to the Swedish Embassy for material it has for general distribution.

Prepare and conduct a round table discussion on a comparison of the socialistic and capitalistic systems. Relate to private property and enterprise, incentive, profit, public ownership and competition, free markets, etc.

b. Has right to veto all laws except tax laws

B. Executive power

C. Judicial power

VOCABULARY

- communism
- Floketing
- Forsta
- Lagting
- Odelsting
- radical
- Riksdag
- Scandinavian
- socialism
- Statsraadet
- Storting
- veto

IDENTIFICATIONS

- Andra Kammeran
- constitutional monarchy
- creeping socialism
- limited monarchy
- middle way

CULMINATING ACTIVITIES

Account for the many favorable comments that tourists make on Scandinavia. Do you think that this evaluation is based on the systems of governments, the geographic factors, the characteristics of the people, or to the leaders?

Compare in chart form capitalism, socialism, co-operatives, and the middle-of-the-road patterns of political and economic organization in Scandinavia. Give your reactions and make applications to the United States.

Defend the statement that Scandinavian countries are basically democratic in theory and in practice.

Contrast Russian communism with Scandinavian socialism and co-operatives. Compare both with capitalism, and private enterprise.

Evaluate in open discussion the function of the two-party system in the Scandinavian government.

Explain in a prepared committee report that the Scandinavian countries have mixed political and economic systems.

Using Scandinavian constitutions, describe high points in the various governments: the powers and duties of officials, departments, citizens, and operation of its governments.

Have a student committee interpret the following statistics: In Scandinavia it is estimated that 20% of all economic activities are run by the government, 40% by co-operatives, and the remainder by private enterprise regulated by the government. How much economic activity in Scandinavia is capitalistic? Show how co-operatives are an expression of capitalism rather than an expression of socialism.

Defend or refute: Government should own and operate all industry.

EVALUATION

Determine through objective and essay-type tests students' knowledge and understanding of the Scandinavian mixed political and economic systems.

Evaluate through learning activities and experiences students' skills in recognizing basic differences in the theory and practice of capitalism, socialism, communism, and the "middle-way" of political systems.

Observe through open-book tests and short written paragraphs students' factual knowledge of the organization and working of Scandinavian governments.

RESOURCE MATERIALS

Andrews, Wm. G., (text),	**Constitutions and Constitutionalism**	D. Von Nastrand
Ebenstein, William, (text),	**Today's Isms**	Prentice Hall
Steinburg, Samuel, (text),	**Contemporary Governments in a Changing World**	Oxford

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

00–218	**Scandinavia - Norway, Sweden, and Denmark.**	(15 min.)

PROFFSSIONAL AIDS

Attlee, Clement,	**As it Happened**	Viking
Buber, Martin,	**Paths to Utopia**	Macmillan
	Twentieth Century Socialism – Socialist Union	Penguin Books
Gaitskell, Hugh,	**Socialism and Nationalism**	Fabian Society

COMPARATIVE GOVERNMENT – Elective – One Semester

Unit Four: Totalitarian Governments Challenge World Leadership.

Suggested Time – Four Weeks

OVERVIEW

It is important for the student to realize that many governments have attempted to solve the world problems with autocratic rule. It is also important for the students to understand that some modern governments have set up autocratic government to achieve their goals.

In this unit, we will study examples of two such autocratic forces. One of these forces has declined somewhat, but the other is a virulent and challenging force with which we must contend.

SPECIFIC OBJECTIVES

To help the students understand the desperation of some peoples who cling to any promise, no matter how illogical it may be

To help the students understand that extremists of divergent ideologies really have more in common than they realize

To help the students understand that the real contributions made to mankind do not emanate from sensationalism alone

To help the students understand that we must make a more positive approach in getting recognition for our vast contributions to society in general

To help the students understand that a constitution is of value only if it is recognized as having authority to function

OUTLINE OF CONTENT

I. The U. S. S. R. strives for world leadership.

- A. Governmental authority captured by a minority through forfeit and subterfuge
  1. Czarist Russia collapses (1917).
  2. Provisional government fails (1917).
  3. Bolsheviks seize power (Oct., 1917).
  4. U.S.S.R. Constitution (1936).
  5. Statutes of the Communist Party (1952)
- B. The organization of the Soviet government provides for no expression of freedom.
  1. The social structure
  2. The state structure
  3. The Supreme Soviet
  4. The Council of Ministers
  5. The Supreme Court
  6. Fundamental rights and duties of citizens
- C. Statutes of the Communist Party of the U.S.S.R. (1952)
  1. The Party, party leaders, their duties and rights
  2. Candidate members
  3. Structure of the party
  4. Higher party organs

II. Chinese Communism differs from U.S.S.R. Communism.

- A. Cultural tradition
  1. Asian in its roots
  2. Stalinism strongly entrenched
- B. Political organization
  1. Autonomous regions
  2. Party leadership under committee
  3. Legislative authority
- C. Stage of economic development
  1. Red China a 'have-not' nation
  2. Commune system enforced

LEARNING EXPERIENCES AND ACTIVITIES

See textual materials

Discuss: Why is it important for citizens to know what the Communists' goals are and how they intend to gain what they want?
How did Karl Marx influence the development of Communism?
Wh[illegible] the **Communist Manifesto?**

Discuss: "Dictartorship of the proletariat" became "dictartorship over the proletariat."

Write an editorial: Communism has created a "new class" that is more cruel and ruthless than the bourgeoisie class ever was.

Debate Communism is a classless society.

How do you think we should go about combating the spread of Communism?

If the Supreme Soviet has no real law-making power, what purpose does it serve?

Describe the role played by the Communist party in the soviet system of government.

Contrast the secret police in the U.S.S.R. with the F.B.I. or Scotland Yard.

Write an editorial on: the U.S.S.R. and Red China regard the United States as their principal enemy. Why?

Discuss the U.S.S.R. – Chinese unresolved differences at the Moscow meeting of 1961.

Discuss: Why do the Red Chinese claim to be a "people's republic" but do not give the people any freedom of expression?

Write an essay: Peking leaders are both communist and Chinese.

Discuss: Why do non-communist Chinese living outside China look with pride on the Red Chinese accomplishments of today?

III. Spain gropes for her place in the modern world.

What caused Spain's rapid decline from a leading world power to an unimportant one?

A. Creeping militarism inherits governmental control in Spain.
   1. First Spanish Republic (1874)
   2. Waning Empire allows limited liberty (1898–1918).
   3. Monarchy delegates some power to military leaders (1918–1923).
   4. Monarchy consents to dictatorship (1923–1930).
   5. Alphonso XIII abdicates (1931).
   6. Spanish Republic established (1931–36)
      a. Popular Front
      b. Communists
      c. Anarcho-Syndicalists
   7. Civil War (1936–39)
   8. Franco Dictatorship (1939----)

Discuss: The Constitution of 1931 declared Spain a "republic of workers of all classes."

What is meant by: The Right and Left vie for power in Spain during the Second Republic?

B. The Franco Dictatorship relies upon both negative and positive support.
   1. Authoritarian power
      a. Caudillo (leader) supreme
      b. Grand Council advises
   2. Legislative power
      a. Caudillo real law-maker
      b. Cortes speaks for elite
   3. The Judiciary-pro-government
   4. Falange, sole political party
      a. Extremists
      b. Moderates
   5. Civil liberties, non-existent

Show how Franco remains in power: Negatively, the potential opposition is cowed by the use of force and fear. Positively, he relies upon the same forces that brought him to power.

Compare the Cortes abolished in 1939 with the Cortes established in 1942.

Discuss: Justice, too, must be fitted into the pattern of over-all totalitarian control.

The Spanish pledge is as follows: "I believe in Spain because I believe in the Falange." Compare this with the American Pledge of Allegiance.

Discuss: The Succession Act of 1947 was passed by Franco for what purpose?

IV. The Portuguese government develops into a Fascist state.

A. Militarism seizes governmental reigns through positive action.
   1. Portuguese Monarchy ends (1911)
   2. Portuguese Republic (1911–1926)
   3. Military dictatorship (1926–1928)
   4. Corporative republic (1928 ----)

Write an editorial on: Portuguese Monarchy, a Failure.

Discuss:
In Portugal today, the common man does not have a chance to use his energy and intelligence to improve the conditions of his life.
Why?

B. A corporative republic provides for limited freedom.
   1. Executive authority
      a. President with nominal power
      b. Premier with real power
   2. Parliament (National Assembly)
      a. Nominal law-making functions
      b. Social and economic planning

Why is there no emphasis on a court system in Portugal?

What need is there for a parliament if it cannot help formulate laws or governmental policy?

V. Doctrine and policy of today's four major "Isms" are compared.

A. Communism must agitate to be noticed.
   1. Tension between capitalism and the proletariat everywhere (Communism is concerned with political rather than economic gains).
   2. Tension between imperialist states and colonies (Imperialists are all nations
   3. Tension between rival imperialist states. (Communists play up old theory of inevitability of war between the capitalist countries.)
   4. Tension between communist states and capitalist states (Communists fan Cold War by urging coalition of communist states in Europe with colonial revolutionaries anywhere.)

The main weaknesses of communism should be pointed out to the students, namely: (a) discrepancy between ideal and reality of communism, (b) means and ends of communism cannot be sharply separated, (c) wide gap between promise and performance of communism.

The class should be assigned to make a review of some recent book dealing with communism. Arrange a panel discussion on the results of these book reviews.

B. Fascism and communism have much in common.
   1. Distrust of reason (dogmatic)
   2. Denial of basic human equality
   3. Code of behavior based on lies and violence
   4. Government by dictatorship
   5. Totalitarianism
   6. Racialism and imperialism
   7. Opposition to international law and order

C. Socialism leans on democracy for its fulfillment.
   1. Religion (salvation by works and nonconformity)
   2. Ethical and esthetic idealism
   3. Fabian empiricism
   4. Liberalism

D. Democratic capitalism concerns itself with the individuals.
   1. Rational empiricism (founded on logical experiment and experience)
   2. Emphasis on the individual
   3. Instrumental nature of the state
   4. Voluntarism
   5. The law behind the law
   6. Emphasis on means
   7. Discussion and consent in human relations
   8. Basic equality of all human beings

The Cold War with world communism has been a contributing factor in the revival of fascism. Discuss this statement: Show how some democrats have wrongly concluded that democracy and fascism are natural allies in the struggle against communism.

Discuss: Fascism and communism are very similar; their main difference is in division of the loot.

Comparing democracy with communism is like comparing the law with the robber. Explain and discuss.

VOCABULARY

Bolsheviks
bourgeoise
caudillo
Duce
elite
Falange
Fascist
Fuhrer
Nazi
neutrality
presidium
proletariat
revolution
Soviet
subversion

IDENTIFICATIONS

"brush-fire" wars
classless society
cold war
communist manifesto
corporate state
Das Kapital
five-year plan
New Economic policy
peaceful coexistence
Supreme Soviet
world domination
Friedrich Engels
Francisco Franco
Adolph Hitler
Vladimir Lenin
Karl Marx
Benito Mussolini

CULMINATING ACTIVITIES

Compare in chart form the principles and practices of such totalitarian patterns of government as communism, fascism, and nazism. Contrast with democratic government. Use "flashbacks" as necessary to interpret the present.

Using such resource material as Colgrove, **Democracy versus Communism**, refer to charts and primary and secondary sources to explain to the class some of the negative tactics, menaces, and diplomatic dealings practiced by the communists.

Trace on a world map the developments in the extension of totalitarian governments in comparison to the free world. Shade areas, if possible on a chalkboard map of the world; account for such changes and developments in these political systems.

Prepare a round table discussion on the causes and results in the acceptance of totalitarian governments by the people in these dictatorship areas. Present this as a panel before an adult audience, if possible.

Prepare and conduct a panel discussion followed by an open forum on Red China. Present this project before the entire social studies department, the entire school in an assembly, and/or before an adult audience, if possible. Point out matters of disagreements, causes of the problem, and possible solutions.

CULMINATING ACTIVITIES (continued)

Prepare and conduct a student-led and presented committee report on recent developments in the governments of Spain and Portugal. Base this report on research and arrange to give this student-led report to larger groups than your class.

Discuss specifically how Yugoslavia under Tito is communistic, and yet, does not have Russian controlled communism. Compare the two types of communism. Is there a real difference? Why?

Explain in writing: (a) The real value of a constitution such as the Russian Constitution of 1936, (b) extremists of divergent ideologies, (c) desperation of people driven to accept illogical idealogies.

Prepare a written or oral biographical report of the leaders who have influenced the governments of the world since World War II. Account for their leadership; evaluate these personalities.

Write a term paper containing footnotes, bibliography, and development of a list of some outstanding leader in political life, or of some thematic subject on comparative governments.

EVALUATION

Through objective and essay tests determine students' knowledge and understanding of comparative governments: Their causes, their workings, and their effects on the everyday lives of the peoples.

Through observations of student activities and long-term assignments evaluate students' attitudes and appreciations of positive benefits and achievements of the democratic governments of the free world.

Through short check ups and written paragraphs judge students' ability to communicate and summarize the principles and practices of a democracy as contrasted with totalitarianism.

Through teacher's guidance in co-operating and carrying out group dynamics and student-led projects and activities, evaluate development in student leadership in class, school, and community.

Evaluate students' interest in political developments and governmental activities by checking on readings of students on contemporary affairs and on listening and reporting on additional TV, radio and news broadcasts, and other mass media of communications.

Weigh students' skills in their evaluation of governments, causes for the evolution of political systems, and the real ways of defending democracy.

RESOURCE MATERIALS

Deutscher, Isaac,	**The Great Contest: Russia and the West**	Oxford Unviersity
Dunwiddie, Wm. C., and Kidger, Horace,	**Problems of Democracy**	Ginn
Finer, Herman,	**The Major Governments of Modern Europe**	Row, Peterson
Hoover, Edgar, J.,	**Masters of Deceit**	Holt
Nevals, Joseph,	**The Future is Ours, Comrade: Conversations with the Russians**	Doubleday
Stevenson, Adlai,	**Putting First Things First**	Random House

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

00–98	**Rise and Fall of Nazi Germany**	(17 min.)
0X–90	**Rise of Adloph Hitler**	(27 min.)
00–625	**China Under Communism**	

PROFESSIONAL AIDS

Refer to appendix C.

Finer, Herman,	**The Major Governments of Modern Europe**	Row, Peterson
Mende,	**The Shadow of China**	

COMPARATIVE GOVERNMENT – Elective – One Semester

Unit Five: Emerging Governments Strive for World Recognition.

Suggested Time – Three Weeks

OVERVIEW

About one-half of the member nations of the United Nations are younger than the United Nations. The universal withdrawal of the support of colonial and mercantile policies has suddenly deluged the world with new nations.

New nations are building around an artificial nationalistic urge with little common ground. In this unit we study the many problems of these new emerging nations from the more recent informational materials available.

SPECIFIC OBJECTIVES

To help the students understand that these new nations had experienced many pleasant, as well as unpleasant, periods under colonialism

To help the students understand that self-control and self-determination now is the much publicized desire of all peoples, whether they are ready or not

To help the students understand that outside selfish interests have added to the problems of these unprepared self-governing peoples

To help the students understand that these emerging nations are attempting to emulate the nations which, they believe, can best solve their problems in the shortest time

OUTLINE OF CONTENT

I. After a long period of colonialism, African States receive world attention.
   - A. Governments for the most part are republics.
     1. Some move to dictatorship.
     2. Others find themselves unprepared for self-government and chaos reigns.
     3. The Union of South Africa severs the commonwealth of nations ties.
     4. Twenty-five or more are now members of the United Nations, more to come.
   - B. Africa's biggest problems
     1. Different social backgrounds
     2. Different ethnic backgrounds
     3. Different language
     4. Ignorance and superstition
     5. Undevelopment

II. Southeast Asia nationalism grows after resisting Japanese invaders.
   - A. Governments of most of these new nations are unstable.
     1. Plagued by ideological struggles
     2. The Philippines have developed a strong two-party system under the tutelage of United States.
   - B. Some examples of the political structure of Southeastern Asia's emerging states
     1. The Republic of Indonesia
        - a. Union of Indonesian Islands
        - b. Uses the Cabinet system, with a president
        - c. Largely dominated by a strong leader
     2. The Kingdom of Thailand – constitutional al monarchy

LEARNING EXPERIENCES AND ACTIVITIES

See textual materials.

List the African nations belonging to the United Nations.

Using an outline map, show by use of color the colonial territories in Africa at the beginning of this century.

Pick one of the leaders of independence in Africa and write a short biographical sketch about him, e.g., Kwame Nkrumah, William V.S. Tubman, and others.

Propositions for class discussion: (a) Is the apartheid policy working in the Union of South Africa? (b) Have the Africans moved for independence before they were prepared for it? (c) Can education bring stability to the new African nations? (d) Does religion have an effect on the political parties of Southeast Asia? (e) What effect has the mixing of Western culture with Asiatic culture had on the political thinking of the Southeast Asians? (f) The communist party has found many adherents in Southeast Asia. Is there anything in their cultural background to suggest a reason for this?

Using an outline map and using different colors, indicate the colonial empires of Southeast Asia.

Prepare an oral report on the Colombo plan.

3. The Philippine Republic
   a. Has constitution and government similar to the United States
   b. Uses a strong two-party system
4. French Indo-China forms four independent nations.
   a. Laos
   b. Cambodia
   c. North Vietnam
   d. South Vietnam
5. Proposed Malayan Federation
   a. Singapore
   b. Malaya
   c. Brunei
   d. Borneo
   e. Sarawak

VOCABULARY

Afrikaner
apartheid
assimilation
colonialism
ethnic
imperialism
Islam
neutralism
sovereignty
tribalism

IDENTIFICATIONS

agrarian reform
balance of power
colonial system
Pan-Africanism
SEATO
subsistence farming

CULMINATING ACTIVITIES

Have each member of the class select a country of Southeast Asia and write to its embassy to get as much material as possible. Use this material for an oral report to the class.

Debate the question: Resolved that, "Neutralism is a superior policy to partisanism."

Find guest speakers from Southeast Asia and Africa, and ask them to speak to the class. (There are many students in our colleges from Southeast Asia and Africa.)

Imagine you are an employee of the State Department responsible for foreign guests. Work out a tour of the United States for a Southeast Asian or African political leader.

EVALUATION

Before starting the unit, using a short concept test, get the students' ideas on conditions in Southeast Asia. Use the same device at the end of the unit and note the change in attitude.

Do the same for Africa.

Observe the change in students' knowledge and attitudes while reporting or participating in a panel discussion.

Ask for private reports, before or after school, on extra credit reading.

RESOURCE MATERIALS

See textual materials (Three basic paperback tests)

Armstrong, John P.,	**Foreign Relations Series – Southeast Asia and American Policy**	Laidlaw
Rosberg, Carl G.,	**Foreign Relations Series – Africa and the World Today**	Laidlaw

AUDIO-VISUAL INSTRUCTIONAL MATERIAL

Motion Pictures:

0–500	**Asian Earth** (color)	(22 min.)
00–465	**Union of South Africa**	(17 min.)
00–268	**India: Pakistan and Union of India**	(17 min.)
0–975	**Thailand** (color)	(10 min.)

PROFESSIONAL AIDS

Adams, Thomas,	**Government and Politics in Africa South of the Sahara**	Random House

PROFESSIONAL AIDS (Continued)

Almondan, Gabriel A., Coleman, James S.,	**The Politics of Developing Area**	Princeton University Press
Gunther, John,	**Inside Africa**	Harper
Hatch, John,	**Africia Today and Tomorrow**	Praeger
Hodgkin, Thomas,	**Nationalism in Colonial Africa**	New York University
King, John Kerry,	**Southeast Asia in Perspective**	Macmillan
Purcell, Victor,	**The Chinese in Modern Malaya**	Institute of Pacific Relations
Sakamaki, Shunzo, and White, John A.,	**Asia**	Webster
Vandenbosch, Butwell, and Army,	**Southeast Asia Among World Powers**	University of Kentucky Press

COMPARATIVE GOVERNMENT – Elective – One Semester

Unit Six: Communities of Nations Attempt to Solve Economic and Political Problems.

Suggested Time – Three Weeks

OVERVIEW

It is important for the students to realize that underdeveloped nations are moving rapidly toward nationalism and the more advanced nations are taking steps to join economic blocs to solve social and economic problems. It is also important for the students to understand that the League of Nations was one of the first major attempts at world cooperation, but the peoples of the world were not ready. The United Nations is by far the most ambitious of such world moves.

In this unit, we will study several such groups which are uniting along lines that best fit their individual or collective situations. We will note that many of these alliances are not compatible with other nations.

SPECIFIC OBJECTIVES

To help the students appreciate that while nations are developing "government by law" there is also a movement toward international law

To help the students realize that the world's concept of "balance of power" is evolving into economic as well as power blocs

To help the students understand that living in a world which respects international law can be a peaceful world but also the students should understand that peace at any price is not compatible with our ideas of the future

To help the students understand the how and the why of the various international organizations in the world today

OUTLINE OF CONTENT

I. Independent countries of the Americas see need of cooperation for mutual benefits.

- A. Early revolutions need outside help to hold their gains toward freedom.
  1. Monroe Doctrine (1823)
  2. Pan-American move by Bolivar (1826)
  3. Pan-American Union (1888–1951)
  4. Organization of American States (1951)
- B. The Organization of American States becomes a modern regional organization.
  1. Purposes of O.A.S.
     a. Collective self-defense
     b. Regional cooperation
     c. Peaceful settlement of controversies
  2. Value of international law
     a. Social justice
     b. Economic cooperation
     c. Equality of man
  3. Executive authority
     a. Council of O.A.S. (permanent body under Secretary General)
     b. Special meeting of consultation under Ministers of Foreign Affairs
  4. Member nations
     a. Argentina
     b. Boliva
     c. Brazil
     d. Chile
     e. Colombia
     f. Costa Rica
     g. Cuba
     h. Dominican Republic
     i. Ecuador
     j. El Salvador
     k. Guatemala
     l. Haiti
     m. Honduras
     n. Mexico
     o. Nicaragua
     p. Panama
     q. Paraguay

LEARNING EXPERIENCES AND ACTIVITIES

See textual materials.

Discuss: Why did the infant nations of the Americas feel joint action was necessary?

How did the European nations feel about the Monroe Doctrine? Why?

Why was the O.A.S. organized?

Debate: "The O.A.S. helps the United States."

Hold a mock O.A.S. Special Meeting of Ministers of Foreign Affairs. (Must deal with an urgent problem.)

What problem did the O.A.S. act upon recently? Why was this done?

Research: Have students investigate the governments of the O.A.S. and report on one of them.

Why didn't Canada join the O.A.S.?

    r. Peru
    s. United States
    t. Uruguay
    u. Venezuela

II. The communist bloc develops to counter the West alignment.

  A. International communism tightens control of satellites.
    1. Comintern founded in 1919
      a. Lenin established it to organize revolutions through communist countries.
      b. The Russian government dissolved it in 1943.
      c. Cominform established in 1947
      d. Cominform dissolved in 1956
    2. Warsaw Pact nations
      a. Albania
      b. Bulgaria
      c. Czechoslovakia
      d. Hungary
      e. Poland
      f. Romania
    3. New Satellites
      a. North Korea
      b. North Vietnam

III. Arab nations try to form a united front.

  A. Arab bloc has loose connections.
    1. Most are Semites.
    2. Most are Moslems.
    3. Most are illiterate.
    4. Most have little resources.
    5. Most are backward.

  B. Groups without common connections
    1. Berbers
    2. Coptus
    3. Druses
    4. Jews
    5. Kurds

IV. Western World organizes for mutual protection against outside dangers.

  A. North Atlantic Treaty Organization formed April 4, 1949.
    1. Membership includes
      a. Twelve North Atlantic and West European countries
      b. Three border nations
    2. N.A.T.O. authority
      a. North Atlantic Council, policy-making body deals with economic and social problems.
      b. Military Council, military police making
      c. Committee's executive agency controls three military commands.

V. Marshall Plan grows into two European economic blocs.

  A. Inner Six (Euromarket) nations
    1. Belgium
    2. France
    3. Italy
    4. Luxembourg
    5. Netherlands
    6. West Germany

Discuss: Why did the Russian government dissolve the Comintern in 1943?

What is the Cominform? Why was the Cominform organized in 1947?

Organize a mock meeting of the Warsaw Pact nations. Show how little power these nations have in such affairs.

What is the main reason that the Arabs do not form a strong united front?

Have students do research on an Arab nation and report on it: Alden, Algeria, Bahrain, Egypt, Ifni, Irag, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Qatar, Saudia-Arabia, Sudan, Syria, Tunisia, Yemen.

Why are these peoples a constant problem to the Arabs?

Discuss: Why do nations join such alliances?

Have students individually report on one of the N.A.T.O. nations. Original 12 members are: Belgium, Canada, Denmark, France, Great Britain, Iceland, Italy, Luxembourg, Netherlands, Norway, Portugal, United States. New members: Greece, Turkey, West Germany.

Explain how the Military Committee is composed of the Chief of Staff of each member nation. Also explain how the Committee's Executive Agency is composed of the Chiefs-of-Staff of France, England, and the United States.

Debate: The United States of Europe is an actuality.

B. Euromarket sets up three goals.
   1. Create a common market.
   2. Progressive tariff reductions toward abolition goal
   3. Uniform tariff rates for outside nations

C. Outer Seven (European Free Trade Association) nations
   1. Austria
   2. Britain
   3. Denmark
   4. Norway
   5. Portugal
   6. Sweden
   7. Switzerland

D. European Free Trade Association sets up limited action.
   1. Mutual reduction of tariffs
   2. Possible control of coal, oil, gas
   3. Possible integration with Inner Six

VI. The United Nations inherits the problems of the world.

A. League of Nations falters and collapses. (1931–39)
   1. Japan invades China.
   2. Italy conquers Ethiopia.
   3. Germany and USSR destroy Poland.

B. The United Nations develops after World War II.
   1. Dumbarton Oaks Conference (October, 1944)
   2. United Nations Charter signed in San Francisco (April 1945)
   3. Headquarters moved to New York (1949).

C. Countries agree on divisions of United Nations authority.
   1. General Assembly set up
      a. 101 members
      b. Powers enumerated
      c. Meetings
      d. Six committees
      e. Special political committee
   2. Security Council make up
      a. 11 members (5 permanent and 6 with 2-year terms)
      b. Powers enumerated
      c. Veto power to 'big-five'
   3. Secretariat
      a. Secretary-General, chief administration officer
      b. General Staff
   4. Economic and Social Council
      a. Study and improve social problems
      b. Study and improve economic conditions
   5. Trusteeship Council
      a. League of Nation mandates
      b. German, Italian, and Japanese forfeited colonies after World War II.
      c. Voluntary areas put under U.N. Trusteeship System
   6. International Court of Justice
      a. Fifteen judges with 9-year terms elected by General Assembly and Security Council
      b. No two judges from the same country
      c. Governments and international organizations may ask for cases to be tried.
      d. Court's decision is final – no appeal.

Discuss: What benefits are the member nations deriving from this alliance?

Discuss: What is the significance of making Walter Hallstein, Secretary of War of West Germany, the first Director of Euromarket? Why was its headquarters located in Brussels?

Why didn't the Outer Seven want to join the European Common Market in its inception?

Discuss: Why does the European Free Trade Association want to join now?

If possible, individual reports should be made on other economic, military or social blocs, such as, CENTO, SEATO, etc.

Review the reasons that the League of Nations failed. Did it fail completely? Explain.

Discuss: Who were the primary instigators for the creation of a United Nations organization? Why?

What authority does the General Assembly have? Has it done anything worthwhile? Explain.

Who are the permanent members of the Security Council?

Debate: Veto power in the Security Council should be abolished.

Why was U Thant made the Secretary-General? Who were the other two Secretaries-General?

Have the students do research on case activities of UNESCO's accomplishments.

Do research on one of the agencies of the Economic and Social Council.

Discuss: Has the Trusteeship Council assisted any new nations to prepare for independence? Give specific results.

Discuss: Why is an International Court of Justice necessary? Where does it get its power?

Write an editorial on:
International Court of Justice

VOCABULARY

Arab bloc
Cominform
Comintern
Common Market
economic bloc
Euromarket
Inner Six
International Court of Justice
international law
League of Nations
limited power
mutual
one-party state
Organization of American States
Outer Seven
power bloc
satellite
Semite
sovereignty
tariff wall
United Nations
Warsaw Pact

CULMINATING ACTIVITIES

Write a short research paper on one of the communities of nations.

Debate: "Resolved that the United Nations should be empowered to enforce international law."

Plan an assembly so as to give the entire student body an understanding of the United Nations.

Formulate a panel discussion around foreign exchange students who are in the area. Try to have representatives from countries with different economic ties, such as, O.A.S., Euromarket, Arab bloc, SEATO, CENTO, etc.

Write Program Officer, Committee and Specialists, American Council on Education, 1785 Massachusetts Avenue, N.W., Washington 6, D.C., to schedule any foreign visitor that may be passing through Kansas City during the semester. Have him visit and talk to your class of matters concerning his country which will fit in with your classwork.

Plan an evening program around a panel of foreign exchange students. Invite the general public. After a round table discussion, have an open question period concerning matters pertaining to the various communities of nations.

EVALUATION

Test with the purpose of learning the degree of understanding the students have concerning the various communities of nations.

Arrange for personal interviews with students so that you may check the reading being done and the change of attitudes of the students.

Evaluate through learning activity experiences whether the students are getting the necessary understanding concerning the emphasis on communities of nations.

Through open book tests and the drawing of organizational charts, evaluate the pupils' knowledge of the various communities of nations make-up.

Give the students an opportunity to draw some conclusions as to how they think these communities of nations will influence the future of the world.

RESOURCE MATERIALS

Use basic texts. (Three basic paperback texts).

American Republics Establish an Alliance for Progress. United States Department of State.

Common Sense about Arab World, Childers, Erskine B. MacChilders Macmillan Co., 1960, N.Y.

Inter-American System —— Lorna Morley, Editorial Research Reports, 1156 Nineteenth Street, Washington, D.C.

The United Nations and How it Works, David Cushman Coyle, Mentor Book, 501 Madison Avenue, New York 22, N.Y. 50¢ (paperback)

Write to the Pan-American Union, Washington, D.C. for materials available on the Organization of American States.

AUDIO-VISUAL INSTRUCTIONAL MATERIAL

Motion Pictures:

0X–193	**Middle East**	
0–658	**Communism**	
0–305	**Peace Builder**	(10 min.)
0–446	**We the People**	(10 min.)
00– 83	**Peoples Charter**	(20 min.)
00–341	**Tower of Destiny**	(15 min.)
0–131	**U.N.R.R.A.**	(15 min.)
0–314	**World Balance of Power**	(18 min.)

PROFESSIONAL AIDS

N.A.T.O. and the Future of Europe, Ben T. Moore, American Book, Stratford Press, New York City, N.Y.

The Organization of American States, What it is and How it works -- Pan-American Union, Washington, D.C.

A Selected and Annotated Bibliography of Resource Materials for Teaching the United Nations -- National Education Association, 1201 16th St. N.W., Washington, D.C.

Strategy for the 60's, Jay H. Cerf and Walter Pozen, Frederick A. Praeger, Inc., 64 University Place, New York 3, N.Y.

United Nations Radio Handbook for Teachers, Published by the United Nations, Department of Information

World Peace Through Law, Clark and John, Howard Press, 1960, Cambridge, Mass.

Hoover, J. Edgar,	**Masters of Deceit**	Holt

GRADE TWELVE — SOCIAL STUDIES

CONTEMPORARY ISSUES (SEMINAR)

(ELECTIVE - ONE SEMESTER)

UNITS OF STUDY

SEMINAR – CONTEMPORARY ISSUES – Grade 12 – Elective – One Semester

INTRODUCTION

The purpose of the seminar in Contemporary Issues is to give students in grade twelve the opportunity to explore more fully some of the issues confronting citizens of the United States today, and to show how these issues will affect the life of each and every one of us.

The seminar class should be limited to twenty to twenty-five students, who are academically talented with high reading speed and comprehension rates. It is important that the students enrolling in the seminar, while meeting the above qualifications, should also express the desire to participate in a research, discussion type course.

There should be a student fee of $4.50 for the purchase of related course materials; no basic textbook is required. (Materials can be purchased by the use of the school district purchase orders through the Central Office Purchasing Department.) Attempt should be made to develop a growing room library of current materials for class use. Many free and inexpensive materials can be secured by the teacher and students. Materials should help in the development of a current room library.

Unit One: Group Research Procedures

Suggested Time – Three Weeks

OVERVIEW

Social and scientific developments during the past decade have modified what was formerly considered positive knowledge. Our world of today as related to the American citizen is less the world of yesterday than ever before. National and world issues are changing so fast that solutions to many issues and problems last long enough to be transmitted from one generation to another.

Contemporary Issues should provide students with knowledge, skills, and techniques for dealing with problems in whatever kind of world they may find themselves. Such knowledge should help students in the future to meet issues as they appear, amid developments which cannot now be accurately forecast.

In this introductory unit we hope to discuss the objective of this selected senior social studies course and to enlist the students in the practice of improved study habits, increased discussion in both breadth and depth, greater effort and achievement in original research. Students should welcome the opportunity for the stimulation of being in a class of students with comparable ability; of the opportunity for more individual attention by the teacher; and of the content and techniques necessary for preparation for advanced study in the social studies areas.

SPECIFIC OBJECTIVES

To develop deeper student understanding of problems facing the United States today

To make the student aware of his place and responsibilities in the solution of local, state, national, and world problems

To develop student skill for carrying on research

To develop student ability to do critical thinking

To develop student ability to evaluate the happenings in the world as they relate to the United States

To prepare the student to become an intelligent voting citizen

COURSE PROCEDURES

Because the seminar will emphasize student-teacher planning, it therefore will be necessary during the opening weeks of the semester to discover the specific areas of interest of the group. The background of knowledge present in the group must be explored. The class will spend some time (approximately two weeks) in a study of the methods and techniques necessary to do research. The librarians will be called upon to explain the use of materials available in the library (**Reader's Guide**, etc.), and related skills and techniques in library research. Each member of the seminar should be issued a special library "seminar" card which will enable the student to use the library when he has the opportunity, if present school policy is restrictive.

The teacher will, of necessity, guide definite reading assignments. The students should be expected to develop an independent study during each grade period, and those who show the greater ability will be encouraged to do more extensive and involved research. Those engaged in these long range studies will be expected to submit periodic reports. The teacher will strive for quality rather than quantity. It is important that the student be able to organize his ideas in a concise manner without losing the thought. Round table discussions, oral reports, and panel discussions will be used extensively as the seminar progresses.

It is vital in this course that time be devoted daily to the discussion of news developments as they occur. This discussion can be handled through a committee of students charged with this responsibility or by the total group process. Both techniques can be used to advantage depending on the importance of news developments.

During the first two or three days of the semester, the teacher should explain in detail the purposes of the seminar class, outlining what procedures are to be used and what we hope to accomplish as we develop the areas of study of specific contemporary issues.

It may be well to spend some time here in compiling a "student considered" list of pressing "Contemporary Issues." However, it should be pointed out that from year to year these might change in depth or might disappear from the American scene or local scene e.g. **a bond issue** voted, or **medical care for the aged.**

In compiling the list on the blackboard some of the following may serve as examples of contemporary issues:

1. Radical Right In America, 2. The United Nations - Cost - Value - Future, 3. The Rising Crime Rate, 4. Juvenile Delinquency, 5. Alcoholism - New American Plague, 6. Education for an Expanding America, 7. Integration and Social Unrest, 8. National Defense in the Space Age, 9. National Health and Physical Fitness, 10. Automation and Worker Re-education, 11. Medical Care for the Aged, 12. Population Trends and Their Implication, 13. A New Look at our Farm Problem, 14. The Rising National Debt, 15. Civilian Defense in a Troubled World, 16. The Common Market and the American Economy, 17. World Communism vs Democracy and World Freedom, 18. Values and Value Systems Through the Ages, 19. The Influence of Mass Media in the Twentieth Century, 20. Music, Art, Science, Medicine, and Religion as World Stabilizers, 21. China on the Move, 22. The "Cold War", and 23. Communism's Challenge in the Western Hemisphere.

By group decision the general contemporary issue, Juvenile Delinquency, may be chosen, possible because of recent publicity or some national conference that is receiving broad news coverage. The following quick outline may be developed as a beginning basis for group study.

I. Juvenile delinquency – a general problem
  A. Causes
    1. Living conditions in communities
    2. Changing home life
    3. Failure of schools to meet needs and interests of pubils
    4. Declining influence of the church in meeting social needs
  B. Attempted solutions
  C. Conclusions to date - personal evaluations

II. Methods of studying the problem
  A. Locate library and source materials
    1. Periodicals
    2. **Reader's Guide** (Back 5 years)
    3. Non-fiction books
    4. Daily news developments
    5. Current research being carried on at this time
  B. Other sources
    1. Radio and TV programs – copies of case study topic
    2. Interviews with individuals
  C. Drawing conclusions to this point of the study
    1. Arranging of materials
      a. Weighing the value
      b. Selecting and classifying
    2. Assembling own ideas on the problem or issue
    3. Writing the account – avoid slanting – keep to the facts
  D. Listing selected references in a bibliography

The teacher should impress upon the student that the development of an independent research paper requires the use of many sources of information, the printed book and personal interviews with competent authorities. At the conclusion of the course the students should be well aware of the issues they face in this anxious age, that they (the student) will be better equipped to handle intelligently these issues and draw more valid conclusions on contemporary issues.

LEARNING EXPERIENCES AND ACTIVITIES

Have the students prepare short papers on an issue area of current interest.

Take the class to the school library. Have the librarian explain where to find and how to find available reference materials. Pupils should be taught the efficient use of the **Reader's Guide to**

Periodical Literature.

Assign a topic or issue to the class and have each one find as many references as he can dealing with the issue – then in class build a format "model" bibliography.

Introduce the idea of 5x8 cards for collecting materials from the various references appearing in the bibliography.

Title

Source Pupil's Name

Expanded outline and exact quotations to be used

See Resource Materials beginning on page 481

EVALUATION

Evaluate through students' participation in and some leadership responsibility for discussion of Contemporary Issues and their ability and skill to arrive at a decision democratically through the group process.

Observe students' attitudes and understandings of what is involved in studying Contemporary Issues and their skills in working together in groups to plan their study of an area.

Determine through more indirect discussion techniques students' interests and their skills in gathering reliable information and accurate conclusions on a selected and accepted contemporary issue for study and a respect to the class as a whole.

Judge through working with students in the library their ability to compile and evaluate bibliography and the feasibility of studying and reporting on four or five sociological and pressing issues.

Seminar – Contemporary Issues – Grade 12 – Elective – One Semester

Unit Two: Sub-Group Research Procedures

Suggested Time – Four Weeks

OVERVIEW

In this unit of study, the class should be divided into sub-groups to carry on investigations of selected specific issue areas. These, when carried to completion should be reported on to the class as a whole. Here, the students develop on-the-job techniques for group attack of an issue. Opportunities for group leadership are experienced and the locating of personal responsibility for areas of the issue of study are placed upon the individual. Here, also, the students will have the opportunity to practice and appreciate democratic group action.

SPECIFIC OBJECTIVES

To help students gain confidence in research procedures

To help students develop discussion techniques for communicating their findings to others

To encourage students to grow in their discussion skill for defending a point of view on a critical issue

To help students draw conclusions from fact-finding procedures

After proper motivation and orientation of the seminar unit two approach, the class should be organized into committees or small groups with one of its members serving as chairman of the committee or group. Opportunity should be given for each group to consider a contemporary issue that it would like to study. However, the class could decide upon four or five issues that should be studied by the sub-group process. After these issues have been carefully stated, students may be given the opportunity to select the topic on which they would prefer to study. The teacher may have to help in the final composition of sub-groups in order to have groups of equal strength for the investigation of the issue.

Another plan for utilizing the sub-group approach might be to focus on one major contemporary issue, assigning separate sub-problems or phases of the major issue to each of two or more student committees.

Example issue follows:

The Rising National Debt
I. Causes for the rising national debt

A. Depressions, major and minor
1. Causes
2. Private industries' attempts at cure
3. Government attempts at solution
4. Conclusions

B. Wars
1. World Wars I and II
a. Military build-up
b. Manpower mobilization (civilian and military)
c. Results
1. Debts to veterans
w. Debts of other nations
3. Foreign aid
2. Korean Conflict

C. National defense budget
1. Maintaining military strength
2. Aid to other nations
a. Direct aid
b. Economic assistance

D.

E.

F.

G.

II. Conclusions – What can be done about the rising national debt?

Have each sub-group or committee build a bibliography of library materials appropriate for the particular phase of the issue the group has been assigned or chosen. This should contain many source reference materials. (Title - Author - Publisher - Date)

Have each group gather notes and some exact quotations pertinent to the sub-topic. Use 5x8 cards for assembling notes.

After collection study has been made and materials have been organized, have panel discussion followed by open seminar class discussion. All groups should present materials in outline sequence order to make for better continuity.

Reports or panel discussions may be taped for later review or re-study.

Each member should be expected to prepare a formal write-up of his material giving footnote authority for quotations and the prepared bibliography.

Time must be taken to help students improve procedures and to suggest other constructive ways to get facts, evaluate them, and to arrive at satisfactory conclusions.

Teachers must impress upon seminar students quality work rather than quantity work. Liberal but constructive criticism techniques should be used in helping pupil to pursue excellence in the research techniques and to improve class communication skills.

All papers should be marked carefully so that students can see actual improvements that should be be made. Sometimes a unit of work may have to be re-written in corrected form

See Resource Materials beginning on page 481

EVALUATION

Through students' written and oral communication evaluate their skills to think and develop clearly reports on contemporary issues.

Through students' activities and group activity dynamics evaluate students' ability to assemble and communicate ideas on controversial issues.

There should be constant student growth in oral and written expression of seminar issue along with vocabulary development and improvement in reading skills.

SEMINAR – CONTEMPORARY ISSUES – Grade 12 – Elective – One Semester

Unit Three: Individual Investigation Procedures
(One phase of a given major issue)

Suggested Time – Five Weeks

OVERVIEW

At this point in the seminar the students should be ready to undertake an intensive individual investigation of a specific sub-problem of a contemporary issue on his own. It is important that the student select the problem for investigation with the approval of the teacher.

Here the pupil has the opportunity to come to grips with crucial contemporary issues. He applies critical thinking to a specific social problem:

1. Defines the problems clearly taking cognizance of social values involved
2. Lists and considers the various sources of action
3. Collects and interprets pertinent data
4. Reaches tentative decisions based on the data
5. Acts in accordance with the decisions

These skills come only from training and practice; thus this unit should offer opportunity for practice.

SPECIFIC OBJECTIVES

The student should develop:

1. Ability to solve problems
   a. By defining problem
   b. By identifying feasible causes of action
   c. By collecting and interpreting information
   d. By reaching tentative decisions based on sound inference
   e. By acting in accordance with decisions made
2. Ability to apply the results of thinking
3. Ability to evaluate learning and thinking
4. Ability to express social data in oral and written from

PROCEDURES

The seminar student's first task is the definition of his sub-problem. Within the major issue area which is the concern of the whole class, the student finds and defines a problem. He sees that problem analysis is more than lesson studying, that controversy may be involved and that there are ways of defining and analyzing problems. With the help of the teacher he plans his analysis.

The student's next step is to carry out the analysis which he has planned. He finds materials available (bibliography), finds different levels of expert sources, and identifies different points of view and their proponents, and reads and interprets materials. He may work with others who have parallel problems. The class may wish on occasion to visit an agency or organization in order to get first-hand information. This data may later be discussed and interpreted by group discussion.

The final task is to draw conclusions and decide upon action to be taken. The student learns that facts must be orderly; judgments must be based on relevant data; decisions on actions must be consistent with one's social values; and these actions must be socially acceptable to the seminar (a group process) class.

LEARNING EXPERIENCES AND ACTIVITIES

Each student should select a problem that is a part of the contemporary issue being considered by the class with the guidance of the teacher.

A survey of available materials in the room library and in the general library of the school should be made.

Each should build a bibliography of available materials from various authorities with varying points of view.

Library periods may be scheduled for the collection of materials using 5x8 cards for data. Emphasis should be placed on current materials.

At times resource people should be invited to the class session for explanation and discussion of the issue.

From time to time the teacher should call in cards and examine the material, noting progress or lack of progress and offering suggestions for more efficient procedures.

Progress reports may be given by various class members in class – exchange of ideas follows.

Final oral reports are begun with each one being responsible for carrying procedures set out origionally in the orientation and procedures section of this unit. The tape recorder may be used to advantage at this time. Evaluation becomes an essential part of the completion of the study of this contemporary issue.

See Resource Materials beginning on page 481

CULMINATING ACTIVITIES

Using such films as "Pressure Groups" (00–302) and "Defining Democracy" (00–316), appoint a student committee of volunteers to interpret and apply the main points developed in the film or films to individual investigation and group dynamics.

Report to the class on choice of a contemporary issue or a phase of it. Describe in detail your individual investigation procedures, your bibliography, and your results so far.

Select from current newspapers and news magazines clippings on a contemporary issue. Outline. Give the procedures which you would follow in assembling your material. Write your findings of your study of 5x8 cards.

Explain the importance of following these procedures in your investigation of contemporary issues and the necessary care in which you are concerned in quoting and recording facts. Be sure to give credit and refer to sources for the conclusions in your running account of your investigation.

EVALUATION

Determine through observation of students' activities and learning experiences their ability and skill in investigating and recording findings on contemporary issues.

Evaluate through testing and frequent check-ups students' growth and change in attitudes and understandings of their research study.

Unit Four: Developing Individual Research Papers

Suggested Time – Six Weeks

OVERVIEW

As the seminar course develops, the students have had opportunities to work in the large group processes and in small group processes, to work individually on a specific phase of a contemporary issue. They have had practice in oral and written discussion in the seminar. Now the students should be ready to select a contemporary issue for individual study and research, culminating with a carefully developed research or term paper.

SPECIFIC OBJECTIVES

To help students master the seven major steps in writing a research paper

1. Selecting and limiting the subject
2. Preparing a working bibliography – a list of available sources
3. Preparing a preliminary outline
4. Reading and taking notes (5x8 cards)
5. Assembling notes and writing the final outline
6. Writing the first draft
7. Writing the revised final draft with footnotes and bibliography

To encourage students to pursue excellence on an individual written project

PROCEDURES

The research paper offers seminar students another means of presenting the material of social studies and, at the same time, give them valuable training in locating reference materials, organizing facts, and writing a readable report. High school experience in grade twelve in writing a research paper is especially important to students expecting to go on to college. Term papers are almost a routine matter in most college courses, and some knowledge of how to proceed saves the student time and gives him confidence.

This term paper comes at a time in the semester when students will have had training in the use of the library and use of reference materials; they will have some background procedures for choosing topics; they will have developed skills in study and in organization for presentation of ideas.

In planning the assignment of topics for term papers, the teacher should determine the general area to be covered. Students will often have helpful suggestions for topics within the area chosen. Each topic, however, needs to be examined closely to make certain that sufficient material of various kinds is available on the subject. Since a major purpose of the paper is to learn to use materials and to combine the information obtained from a number of sources, a topic on which there are few references available is not the best choice. A few examples of suitable topics follows:

1. The Migrant Worker in the United States
2. Negro Leaders of Today in Politics, Sports, Entertainment, and the Arts
3. Alcoholism – The New American Plague
4. Peacetime Uses of Atomic Energy
5. Peace Corps Activities in Latin America
6. The Radical Right in America
7. Philosophy of Political Parties, United States of America
8. Automation and Worker Re-education

When a student has chosen the topic for his term paper and some preliminary reading has been done, he should write his paper on some particular aspect of the topic. The student needs to go below the surface of the subject at this point to find out all he can about some part of it rather than writing a general account of the whole subject. For instance, if the philanthropies of Andrew Carnegie were the subject chosen, the final topic of the paper might be "Work of the Carnegie Foundation in Providing Community Libraries."

Sometimes a student wishes to interview or write to an individual for information. Out of consideration for a busy person, it is usally wise to avoid this method of obtaining material. However, if it is deemed necessary, written or oral contact should be done only after the student has carefully used all of the material available to him in the school and public libraries. His questions, whether for an interview or a letter, should be definite, carefully thought out, and should require only a short answer. Many organizations have printed material concerning their work, which they are glad to send on request; these requests should be made early in order to allow time for the material to arrive.

Since the term paper is an opportunity for a student to do independent study, it is better not to allow two students to work on the same topic. If ample material is available, different aspects of a single topic can be assigned. Although some aspect of a person's life might be studied, a biography is usually not a satisfactory topic. It is difficult to prevent a paper that deals with the life of a person from becoming a book review of a single biography.

PROCEDURES (Continued)

The length of the term paper should be limited. If students are not required to confine their ideas within prescribed limits, they tend to bring in extraneous material and use unnecessary words. Usually 1,500 to 2,000 words are adequate for a well-organized, written account of a carefully chosen topic.

LEARNING EXPERIENCES AND ACTIVITIES

Although the instructions have been given to students, the teacher needs to go over them with the students to explain and emphasize important points. A schedule, such as the following, will help a class to use correct procedures from the beginning. These procedures may extend over several days during the preparation period:

1. Have each student choose a topic.
2. Each student should follow instructions concerning bibliography and the making out of bibliography cards.
3. Each student hands in two or more bibliography cards dealing with the subject. Correct these for punctuation and form and return them. Points for improvement in making bibliography cards should be discussed if necessary.
4. Read with the students the instructions concerning notes and note-taking.
5. Have each student hand in several note cards for correction. Emphasize the necessity of quotation marks for all notes using the author's words, even if only a few words are used.
6. Return corrected note cards.
7. Have students hand in bibliography cards containing magazine references. Check these for form and return them.
8. Review with the students the instructions concerning footnotes. Emphasize the importance of accuracy in taking notes and in listing the source of the note by giving the title of the book, the author, and the pages read.
9. Have each student hand in an outline of his material. This should be corrected for form and content and revised, if necessary, by the student before he begins to write his paper. Review the correct use of footnotes.
10. Have each student, using his outline, give a ten or fifteen-minute oral report to the class on the information he has gained on his topic. Such a report will require the student to think through his material and present it as a whole. In addition, it will give the class an opportunity to offer suggestions concerning the organization of the material and to point out places where the meaning is not clear or where the facts need to be supplemented.
11. Frequent checking on a student's progress, such as is indicated in the above schedule, will prevent serious errors and will require him to distribute his time for working on the paper over a given period. This procedure will help to avoid the frantic, last-minute scramble to do the entire paper in a few days.

See Resource Materials beginning on page 481

EVALUATION

Prepare a tape recording of an interesting summary of research papers. Outline talk under these headings: (a) introduction, (b) development, and (c) conclusion. Limit your speech to four minutes. Practice until your talk is so good that it could be given over TV or radio.

Prepare posters and visual materials to present to the class on imaginary TV program which you might give as a member of a contemporary issue committee. Schedule your TV presentation with visuals for fifteen minutes. Visit KCSD-TV and plan your program for actual TV presentation, if possible.

Determine through checks of students' papers if they are selective of material, able to be concise in writing on a specific problem, and are able to draw an intelligent conclusion from the material used.

Through activities and test determine the students' ability to evaluate information available on a specific issue.

Through class discussion determine the awareness of the problems facing the citizen of the United States.

RESOURCE MATERIALS

Armstrong, John	**Southeast Asia and American Policy** **Chinese Dilemma**	
Calderwood, James,	**International Economic Problems – World Trade**	Curriculum Resources
Council For Advancement of Secondary Education, 1201 Sixteenth Street, N. W., Washington, D. C.	**American Capitalism: An Introduction for Young Citizens** No. 1, 1958 Price 50¢ **Beginning Readings in Economics,** Price 50¢ **Capitalism and Other Economic Systems,** 1959, Price 50¢	
		Curriculum Resources, Inc. 1515 West Lake Street, Minneapolis 8, Minnesota
Deutsch, Harold,	**America's Stake in Western Europe**	
Gavin, Ruth; Gray, A.A., Groves, Ernest,	**Our Changing Social Order**	D. C. Heath
	Goals for Americans, A Spectrum Book (Presidents Commission)	Prentice Hall
Hanna, Lavone,	**Facing Life's Problems**	Rand McNally
Hunt, Elgin, and Karlin, Jules,	**Society Today and Tomorrow**	Macmillan
Industrial Relations Center University of Chicago, Chicago, Illinois	**Competitive Prices** **Capital – Key to Progress** **America and the World Economy**	
Jones, S. Shepard,	**America's Role in the Middle East**	
Nolde, Ellen Jorden,	**The United States in the United Nations**	
Patterson, Howard, and Little, A. W.,	**Problems in American Democracy (Fourth** Edition	Macmillan
Platig, E. Raymond,	**The United States and World Affairs**	
Rosberg, Carl G.,	**Africa and the World Today**	
Scott, Andrew, and Wallace, Earle,	**Politics, United States of America**	Macmillan
Senesh, Lawrence, and Newell, Barbara,	**Our Labor Force (Workers, Wages and Unions)**	
Steinberg, Samuel,	**The United States, Story of a Free People**	Allyn and Bacon

United States Government Publications (assorted) Selected list issued bi-weekly
United States Printing Office, Washington, D. C.

How Foreign Policy is Made

Foreign Aid – Facts and Fallacies

United States and World Trade: Basic Objectives and Major Issues

The Organization of American States – What It Is – How It Works

Summary of the Labor Management Relations Act as Amended Through 1959 (Taft-Hartley Act)

The Newly Independent Nations:

1. Dahomey
2. Niger
3. Tago
4. Nigeria
5. Ivory Coast
6. Others will be available

Newspapers

Chicago Tribune, W. D. Maxwell, Editor – Tribune Company Publisher – Tribune Square, Chicago 11, Illinois

Christian Science Monitor, Erwin D. Canham, Editor, Christian Science Publishing Society, One Norway Street, Boston, Massachusetts

Des Moines Register, Kenneth MacDonald, Editor, Register and Tribune Company, 715 Locust Street, Des Moines, Iowa

Kansas City Star and Kansas City Times, Roy Roberts, Editor, Kansas City Star, 1729 Grand Avenue., Kansas City 8, Missouri

Kansas City Call, Kansas City Call, Inc., 1715 East 18th., Kansas City, Missouri

New York Times, Lester Markel, Editor, New York Times Company, 229 West 43rd Street., (Chicago Office), 435 North Michigan

St. Louis Post Dispatch, Joseph Pulitzer, Jr., Editor, Pulitzer Publishing Company, St. Louis, Missouri

Magazines

Congressional Digest,	A. G. Robinson, Editor and Publisher, 1631 K. St., N. W., Washington, D. C.
Harper's Magazine	John Fischer, Editor, Harper and Bros., 49 E. 33rd St., New York 16, N. Y.
The Nation,	Carey McWilliams, George G. Kirstein Publisher, 333 Sixth Avenue, New York City, New York
Newsweek,	Weekly Publication, Inc., 444 Madison Avenue, New York City, New York
Saturday Evening Post, The	Ben Hibbs, Editor, Curtis Publishing Company, Independence Square, Philadelphia, Pennsylvania
Time,	Otto Fuerbringer, Managing Editor, Time, Inc., Publishers, Rockefeller Center 20, New York City, New York
U. S. News and World Report,	David Lawrence, Editor, U. S. News Publishing Corporation, 2300 North Street, N. W., Washington, D. C.

SUGGESTED CLASSROOM EQUIPMENT

- Tables and chairs
- Filing Cabinet
- Bookcases and shelving for room, library to be developed
- Bulletin-board
- Newspaper and magazine rack
- Radio
- Tape recorder
- Maps - World, Area, U. S., etc.
- Newspaper – at least two
- Magazine section **New York Times**
- Magazines – new variety

PROFESSIONAL AIDS

Bonner, Thomas; Hill, Duane; and Wilber, George,	**The Contemporary World**	Prentice-Hall
Cartwright, William and Watson, Richard, Jr.,	**Interpreting and Teaching American History**	Thirty-first Yearbook National Council of Social Studies
Cole, William and Montgomery, Charles,	**High School Sociology**	Allyn and Bacon
Colegrove, Kenneth,	**Democracy vs. Communism** (Second Edition)	D. Van Nostrand
Colegrove, Kenneth and Bartlett, Hall,	**The Menace of Communism**	D. Van Nostrand
Commager, Henry Steel, et al	**Contemporary Civilization – An Authoritative Overview of Our Times 2**	Scott, Foreman
Gross, Richard; Muessig, Raymond; Fersh, George,	**The Problems Approach and Social Studies**	Curriculum Series No. 9 National Council for the Social Studies
Jones, Marshall,	**Basic Sociological Principles**	Ginn
Klein, Milton,	**Social Studies for the Academically Talented Student**	National Education Assn.
Morris, Jerome and Clark, Samuel,	**Man and Society**	Macmillan
Nordskog, John,	**Social Change**	McGraw-Hill
Patterson, Franklin,	**Education and a Free Society**	Thirtieth Yearbook National Council of Social Studies

Russell, Richard; Kniffen, Fred and Pruitt, Evelyn,	**Culture Worlds** (Brief Edition)	Macmillan
Young, Kimball, and Mack, Raymond,	**Sociology and Social Life**	American
	United States Government Publications Monthly Catalogue, Ref. 105-973-27	

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

The use of Audio-Visual Instructional Materials for Correlative Work in Contemporary Issues

Some use of audio-visual instructional materials should be included in the teaching of the seminar. The correlative list of films is suggestive of some available films with depth for showing which can be followed analytical and critical discussion and evaluation.

Often, the showing of such a correlative film can act as a good introduction or approach to an approved study of a contemporary issue. Such a film may be taught as part of the development of the discussion. Or, it may be that the film may serve as a culminating or summarizing activity.

An orientation of the seminar students to the film should precede its showing. Provision should be made for note-taking and follow-up discussion, interpretation, and applications of the selected film. Such an activity is similar to a case study analysis or a talk by a resource speaker.

Correlative list of motion pictures for consideration by seminar –

00-283	**Centralization and Decentralization**	(18 min.)
00-316	**Defining Democracy** (2nd Edition)	(18 min.)
0X- 74	**Discussion Techniques**	(28 min.)
00-318	**Inflation**	(17 min.)
00-325	**Practicing Democracy in the Classroom**	(21 min.)
00-302	**Pressure Groups**	(22 min.)
00-144	**Learning Through Cooperative Planning**	(20 min.)
0X- 81	**Legislative Process**	(29 min.)
00-549	**Education in America: 17th & 18th Centuries**	(16 min.)
00-550	**Education in America: 19th Century**	(16 min.)
00-551	**Education in America: 20th Century**	(16 min.)
00-267	**Backfire**	(15 min.)
0X- 23	**It's Your America**	(35 min.)
00-232	**Alcoholism**	(22 min.)
0X- 56	**Due Process of Law Denied**	(30 min.)
00-403	**Planning Our Foreign Policy**	(21 min.)
00-326	**Problem of Pupil Adjustment,** Part I – **The Drop-out**	(20 min.)
00-327	**Problem of Pupil Adjustment,** Part II – **The Stay-in**	(19 min.)
00-400	**Parents Are People Too**	(15 min.)
00-359	**Major Religions of the World**	(20 min.)
0X- 33	**River**	(30 min.)
00-436	**Rise of Nations in Europe**	(14 min.)
0X- 71	**Freedom To Learn**	(28 min.)

GRADE TWELVE - SOCIAL STUDIES

ECONOMICS

(ELECTIVE - ONE SEMESTER)

UNITS OF STUDY

(General Course)

Unit One: **There is a Rational Way of Thinking About Economics.**

Unit Two: **The Economic System Uses Resources in Production to Satisfy Competing Wants.**

Unit Three: **There are Several Economic Organizations for the Production of Goods and Services.**

Unit Four: **The Role of Labor in Our Economy is Surveyed.**

Unit Five: **Our Governments Provide Extensive Services By Means of Various Kinds of Taxes.**

Unit Six: **The Banking and Monetary System Is an Important Part of Our Economy.**

Unit Seven: **International Trade Influences World-wide Standards of Living.**

Unit Eight: **Different Peoples Choose Different Economic Systems.**

ECONOMICS – Grade 12 – Elective – One Semester

INTRODUCTION

Every society has some organization for producing goods and services. These economic organizations range from simple to very complex. In our complicated world, an education in fundamentals of economics has become a necessity. Therefore, economic education should have a place in our curriculum to present the major problems of the contemporary economy, economic theory and practice, and to provide background economic knowledge essential for intelligent participation in everyday life.

The Council for the Advancement of Secondary Education has defined the essential equipment for economic literacy as:

1. An understanding of basic areas and topics in economics
2. The ability to read with comprehension and to become familiar with everyday economic terms used in newspaper and magazine articles
3. The acquisition of information and skill sufficient to carry out efficiently and wisely the practical everyday economic and civic responsibilities of American citizens.

GENERAL OBJECTIVES

To help the students understand how people make a living and how goods and services are provided

To develop in students an appreciation of the American standard of living with its foundations in human and material resources

To help students understand and use wisely the economic system in which they live

To develop in students a knowledge of the functions and principles of the American economy, as it is compared with other competing economies

To assist the students in the thoughtful reading of economic resource material and in its critical evaluation

Unit One: There is a Rational Way of Thinking About Economics.

Suggested Time – One Week

OVERVIEW

The most important step toward understanding in economics is objective, rational analysis. Such analysis will not necessarily bring agreement, but it will greatly lessen reliance upon prejudice, emotion, and name-calling. The core of most economic issues is the need to make intelligent choices among competing alternatives. This involves at least six steps: (1) Defining the problem, (2) Gathering the facts, (3) Identifying our goals and giving them some rough order of priority, (4) Deciding upon the principal alternative ways of attaining these objectives, (5) Analyzing consequences of choosing the various lines of action, and (6) Choosing a course of action which, as the basis of such analysis, contributes most to our important goals – is the best answer.

Careful definition of terms is essential to economic understanding and rational discussion of economic issues. In principle any definition can be used satisfactorily, so long as everyone concerned understands what the terms mean.

SPECIFIC OBJECTIVES

To develop in students an understanding of the nature of economic systems

To help students think analytically about economic problems

OUTLINE OF CONTENT

I. We need to understand what an economic system is.

II. An economic system must answer certain questions.

   A. **What** shall be produced and how?

   B. **How** much shall be produced?

   C. For **whom** shall the goods be produced?

III. We need to know how these decisions are made in:

   A. A free market

   B. A government planned economy

   C. A mixed economy.

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Economic Education in the Schools, A Report of the National Task Force on Economic Education, September, 1961 – Chapters 1 and 2.

Have class discussion on what basis we share economic goods?

Be sure the class understands the difference between the "public" and "private" sectors of our economy.

Why are some countries considered "wealthy" countries and others "poor" countries? Give examples of each for comparative purposes.

VOCABULARY AND TERMS

base year
capital goods
capitalism
depreciation
diminishing returns
eminent domain
factors of production
free economy
free, private enterprise
G.N.P.
G.N.I.
law of proportionality
mass consumption
mass production
money wages
personal income
profit
purchasing power
real wages
securities
stockbroker
stock exchange
standard of living

Provide some general experiences with the use of the text and its various divisions. Help the students by giving some specific directions for study techniques that may be applied to the study of economic materials.(Study skills and techniques students must employ in order to learn the materials of this course.)

CULMINATING ACTIVITIES

Have students prepare and take part in a panel discussion on the proposition, "Since profits are necessary for the operation of our economy, they should not be taxed."

Have students review and self-check their understanding of significant terms.

EVALUATION

By means of an objective test check the student understanding of significant terms applying to economic systems.

Have students prepare a paragraph analysis of an economic problem. Several optional problem cases should be given. Have some of these paragraphs read, pointing out examples of good analysis and others where facts have not been presented or omissions have been made.

RESOURCE MATERIALS

Lindholm and Driscoll, (text)	**Our American Economy**	Harcourt-Brase
Allen, Clark L.,	**International Economics**	Holt
Bogart, E. L., and Kemmerer, D.L.,	**Economic History of the American People**	Longmans, Green
Chandler, LV.,	**A Preface to Economics**	Harper
Faulkner, H.U.,	**American Economic History**	Harper
	Readers' Guide to Periodical Literature	

AUDIO-VISUAL INSTRUCTIONAL MATERIAL

Motion Pictures:

0–103	**Distributing America's Goods**	(11 min.)
00–182	**America The Beautiful**	(16 min.)

PROFESSIONAL AIDS

Arnold, T. W.,	**The Folklore of Capitalism**	Yale University
Bergengren, Ray F.,	**Crusade: The Fight for Economic Democracy**	Exposition Press
Worchester, Dean,	**Economics**	Ronald Press

ECONOMICS – Grade 12 – Elective – One Semester

Unit Two: The Economic System Uses Resources in Production to Satisfy Competing Wants.

Suggested Time – Two Weeks

OVERVIEW

The main purpose of our economic activity-making, transporting, and our selling of goods is to provide us with the things we need and can afford to buy. We are all consumers of goods and services.

We study the economy of the American family and its part as a consumer, and the problem of maintaining the family income. We are all important to our economy. Intelligent consumption is related to wise choices, attention to present and future utility, and planned buying. Wise consumers are on guard against high pressures or methods of persuasion in advertising and selling techniques of modern business enterprise.

Intelligent buying is increased by private, public, and legislative means; maintaining family income is aided through saving, investing, borrowing, and the various kinds of public assistance. In this unit, we explore budgeting and types of economic provisions for security and economic life.

SPECIFIC OBJECTIVES

To help students gain an understanding of human wants and how they are gratified

To develop in students an understanding of the factors which influence the choices made by consumers

To motivate students to practice budgeting of time, materials, and money

To instill in students functional attitudes and knowledge of consumption and their personal relationship to it

OUTLINE OF CONTENT

I. Consumption is gratifying wants through the use of commodities and services.
   A. "Free" goods and "economic" goods
   B. Consumption as a "standard of living"

II. Many factors influence consumers' choices.
   A. Education
   B. "Keeping up with the Joneses"
   C. Income
   D. Advertising and salesmanship
   E. Personal tastes

III. There are organizations which aid the consumer.
   A. Private agencies
      1. Consumers' Research
      2. Consumers' Union
      3. Better Business Bureau
   B. Public Agencies
      1. Federal Trade Commission
      2. Food and Drug Administration
      3. Bureau of Standards
      4. Department of Agriculture

IV. In a money economy, consumption must be financed.
   A. Budgeting
   B. Savings
      1. Insurance
      2. Savings accounts
      3. Security investments
      4. Social security
   C. Credit
      1. Charge accounts
      2. Installment buying

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Discussion questions:

Five American families each has an annual income of $5000. Will they have the same standard of living? Why?

Is compulsive buying ever justifiable?

Have students bring to class an example of advertising which you consider valuable from the standpoint of the consumer. Bring an example of advertising you consider exaggerated or misleading.

Have each student prepare a monthly budget for a family composed of parents and 1 boy, age 16, and 1 girl, age 14. The monthly take-home pay is $350. Have selected budgets put on the blackboard for discussion.

Bring to class copies of the **Consumers' Research Bulletin** and **Consumers' Report**. Investigate the format and content of these reports. Have some member of the class explain how these organizations operate.

Invite a speaker from some insurance firm to talk on buying insurance.

Invite a speaker from a real estate firm to discuss "buying a house."

Have a speaker from the Social Security Office report on recent developments in social security.

3. Personal loans
4. Mortgages

VOCABULARY

- collateral
- conspicuous consumption
- diminishing utility
- Engel's law
- insurance –
  - premiums
  - beneficiary
  - annuity
  - term insurance
  - limited payment
  - endowment
- mortgage

CULMINATING ACTIVITIES

Prepare a chart showing present distribution of personal income by family income level. Prepare a chart on the same basis for 1929. Make generalizations comparing the two charts. In your first chart, what percent of families received less than $2000, annual incomes? In general, who makes up this group of low income families?

Prepare and give a panel discussion on, "In a free economy, should 'caveat emptor' (let the buyer beware) be the principle of the market place?"

Present a panel discussion on, "Is social security necessary in our present economic system?"

Prepare and give a dramatization of a family council planning the family budget for the next month. Refer to your consumer materials. Use posters, graphs, charts, and the blackboard to clinch the items in a functional budget. Include all the members of the family consisting of parents and children. Develop a full give-and-take discussion, arguments, and the democratic process in arriving at decisions for the good of everyone in the family.

Appoint a committee to present an original case study or one from your text. State all of the facts in the case study and write them on the blackboard as the committee and the class discuss them. State alternative choices in arriving at your reactions or choices on the problem involved in the case study.

EVALUATION

Observe students' participation in discussion, questions raised, and general comprehension of material covered in text and the class.

Test students' knowledge of basic consumer economics. Point out gaps in student knowledge and show why these gaps in knowledge should be covered.

RESOURCE MATERIALS

Lindholm and Driscoll, (text)	**Our American Economy**	Harcourt-Brace
Carr,	**Sharing the Risk**	Institute of Life Insurance
Feier,	**Economics for Modern Living**	College Entrance Book Company
Goodman-Moore,	**Today's Economics**	Ginn
Holt	**Economics and You**	Scribner
Smith,	**Economics for Our Times**	McGraw-Hill
Stewart,	**When You Invest**	(P.A.P.)
	Social Security Kit,	U.S. Department of HEW – OASI

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures

0–367	**Sharing Economic Risks**
0–567	**Your Family Budget**

Filmstrips

F–1736	**Paying Your Bills**
F–1737	**Spending Your Money**
F–1738	**Borrowing Money**
F–1740	**Buying Insurance**

PROFESSIONAL AIDS

America's Have and **Have-nots Labor's Economic Review**, Vol. 5, No. 8, August 1960
AFL—CIO Department of Research, AFL—CIO Building, 815 Sixteenth Street, N.W.
Washington 6, D.C.

Weiler, E.T., **Personal Distribution, from General Economics**. A book of readings by Anderson-Gitlow-Diamond. Homewood, Illinois, 1959

ECONOMICS – Grade 12 – Elective – One Semester

Unit Three: There are Several Economic Organizations for the Production of Goods and Services.

Suggested Time – Three Weeks

OVERVIEW

In a private enterprise system, consumers' money demands largely determine what is produced. Business organizes to produce these goods and services. The profit motive, operating under competitive pressures, largely determines how goods are produced. Large-scale production and private enterprise have helped us achieve one of the highest standards of living. Government has taken some responsibility for regulating business and for encouraging business enterprise.

SPECIFIC OBJECTIVES

To help students understand the factors of productions and the functions of each

To have students investigate the organization of business and its operation

To develop in students a recognition of the relationship between business and government

To help students trace developments and achievements in our economic life

OUTLINE OF CONTENT

I. The factors of production and income from each are:

- A. Land - rent
- B. Labor - wages
- C. Management - profit
- D. Capital - interest

II. The organizations used for production in our economy are:

- A. Proprietorship
- B. Partnership
- C. Corporation
- D. Co-operatives
- E. Cartels.

III. Business uses various techniques of combination.

- A. Types of business combinations
  - 1. Horizontal combinations
  - 2. Vertical combinations
  - 3. Circular combinations
- B. Methods of combining business
  - 1. Holding company
  - 2. Merger
  - 3. Interlocking directorate
  - 4. Trade associations
  - 5. Trusts
  - 6. Pooling

IV. The relation between business and government in our economy has changed.

- A. Laissez-faire capitalism
- B. Enlightened or regulated capitalism
  - 1. Interstate Commerce Act
  - 2. Sherman and Clayton Anti-trust
  - 3. Federal Trade Commission
  - 4. Robinson-Patman Act
  - 5. Miller-Tydings Act

LEARNING EXPERIENCES AND ACTIVITIES

See text

Prepare a chart showing the advantages and disadvantages of the individual proprietor, partnership, and corporation.

Discuss in class or by panel: (1) Is the emphasis on profits justified? (2) Is it good for our economy that a slightly different model of automobile is brought out each year? (3) Does the law of "supply and demand" always determine the price of products? and (4) If competition is essential to a free market, are combinations of business justifiable?

Factual questions – (1) From what sources are capital available? and (2) Why are public utilities monopolies?

Invite a business leader in the community to give a talk to the class on American business enterprise.

Invite a speaker from a brokerage house to talk on the Stock Market.

VOCABULARY AND TERMS

- assets
- business combination
- corporation
- dividends
- entrepreneur
- liabilities
- monopoly
- public utilities

CULMINATING ACTIVITIES

Find how many businesses went bankrupt in the United States last year. Make a list of possible causes for business failures.

Would capital be more easily obtained in the United States or in India? Write an explanation of your answer.

Select an original case study or one from some resource material. Have the students state the main facts in the case study, weigh alternative choices for evaluation and possible action.

Have a panel plan for and participate in a discussion of federal legislation and regulation of business. Develop controversial issues on the problem of how much regulation and government participation, if any, there should be.

EVALUATION

Through activities and discussions, determine students' knowledge and understanding of our business system with its large-scale production.

Using factual check-ups evaluate students' ability to recognize terms and vocabulary relating to production as the heart of the American economy.

Evaluate through essay-type tests and written work students' attitudes and appreciation of our economic life and of our progress in solving or reconciling many problems.

Observe students' ability alternative solutions to, and to reach some conclusions on present-day economic news developments and complex problems.

RESOURCE MATERIALS

Lindholm and Driscoll (text)	**Our American Economy**		Harcourt, Brace
Arnold,	**Cartels or Free Enterprise**	(P.A.P.)	
Berle, A.,	**Economic Power and the Free Society**	(C.S.D.I.)	
Buchanan, Scott,	**The Corporation and the Republic**	(C.S.D.I.)	
Feier,	**Economics for Modern Living**		College Entrance Book Co.
Ferry, W. H.,	**The Economy Under Law**	(C.S.D.I.)	
Goodman – Moore,	**Today's Economics**		Ginn
Hacker, A.,	**Politics and the Corporation**	(C.S.D.I.)	
Holt,	**Economics and You**		Scribner
Korey,	**Business and the American Way**		Oxford Book Co.
Lengyel,	**The Soviet Union**		Oxford Book Co.
Magruder,	**American Government, Chapter 39,**		Allyn – Bacon
Pruden,	**Democracy, Capitalism, and their Competitors**		Oxford Book Co.
Smith,	**Economics for Our Times**		McGraw – Hill
Stewart,	**The American Way**	(P.A.P.)	
Stewart,	**Co-operatives in the United States**	(P.A.P.)	

AUDIO VISUAL INSTRUCTIONAL MATERIAL

Motion Pictures:

0–209	**Industrial Revolution**
00–158	**Productivity, Key to Plenty**
00–266	**What Makes Us Tick?**
00–139	**Work of the Stock Exchange**

PROFESSIONAL AIDS

Allen, Frederick Lewis,	**The Big Change, 1900–1950**	Bantam Booke
Cochran, Thomas C.,	**Basic History of American Business**	D. Van Nostrand
Hacker, Louis M.,	**American Capitalism**	D. Van Nostrand

ECONOMICS – Grade 12 – Elective – One Semester

Unit Four: The Role of Labor in Our Economy Is Surveyed.

Suggested Time – Three Weeks

OVERVIEW

The word **labor** really means people – the millions of people who contribute human energy to the production of goods and services. Roughly two-thirds of the national income is paid in the form of wages and salaries. In this unit, we will be concerned principally with "organized" labor and its role in our economic system.

SPECIFIC OBJECTIVES

To develop in students an understanding of the efforts of labor to make their jobs more rewarding and productive

To help students investigate the relations between labor, management, and government

To develop in students an appreciation for and an understanding of recent developments in human relations in our economic and vocational life

OUTLINE OF CONTENT

I. The history of American labor is traced.
   A. In the nineteenth century
   B. Rise of labor unions

II. Labor is organized into unions.
   A. Purposes of labor unions
      1. Economic
      2. Social
      3. Political
   B. Basis for membership in unions
      1. Craft
      2. Industry
      3. Independent
   C. Techniques used by labor
      1. Collective bargaining
      2. Arbitration
      3. Mediation
      4. Strikes
      5. Closed shop
      6. Union shop
      7. Checkoff
      8. Boycott
      9. Union label
      10. Political action and information programs
      11. Feather-bedding
   D. Techniques used by management
      1. Employers' association
      2. Lockout
      3. Black list
      4. Injunction
      5. Yellow-dog contracts
      6. Public information program and political action
      7. Strikebreakers

III. A survey of the American labor force reveals certain trends.
   A. Job trends in the labor force
      1. Technological changes – automation and cybernation
      2. Kinds of jobs
   B. Job security
      1. Idea of full employment
      2. Fringe benefits
      3. Unemployment insurance
      4. Workmen's compensation
      5. Old-age and disability insurance
      6. Guaranteed annual wage

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Discuss these questions:
(a) Why do people work? and (b) Why did labor organize?

Make a report on the life of one or more of the following labor leaders: (a) Samuel Gompers, (b) John L. Lewis, (c) Walter Reuther, (d) Sidney Hillman, and (e) David Dubinsky.

Prepare and conduct a panel discussion on the following case study: "If a union has been recognized as the bargaining agent in the place in which you work, should you have to join the union?"

Invite a speaker from a labor union to speak on the subject of "Organized Labor in the United States."

Justify or refute: Unemployment insurance and old-age and disability insurance are built-in stabilizers of the American economy.

Prepare a "pie" chart showing the size of organized labor as compared to the whole labor force of the United States.

Write an evaluation of the guaranteed annual wage and the supplementary unemployment benefits as suggested remedial measures for unemployment.

Write a short paper on the following question: Should the United States institute by law the use of compulsory arbitration to settle labor-management disputes?

IV. Specific legislation affects labor.
  A. Federal legislation
    1. Clayton Act, 1914
    2. Norris LaGuardia October, 1932
    3. National Labor Relations Act, 1935 (Wagner)
    4. Fair Labors Standards Act, 1938
    5. Labor – Management Relations Act, 1947 (Taft-Hartley)
    6. Kennedy – Landrum – Griffin Act, 1959
  B. Right-to-work laws
  C. Additional legislation of direct and indirect influence on labor

Make a chart comparing the provisions of legislation affecting labor. Evaluate this legislation in the light of various interests – management, labor, and the public. Refer to legislation of all governments.

VOCABULARY AND TERMS

- AFL–CIO
- arbitration
- automation
- black list
- boycott
- checkoff
- closed shop
- collective bargaining
- conciliation
- employers' association
- escalator clause
- feather-bedding
- fringe benefits
- grievance committee
- guaranteed annual wage
- injunction
- jurisdictional dispute
- lockout
- mediation
- picketing
- political action and information programs
- profit sharing
- public information program and political action
- seniority
- strikes
- strikebreakers
- sweetheart contract
- trade agreement
- union label
- union shop
- welfare fund
- yellow-dog contracts

CULMINATING ACTIVITIES

Analyze "The Hawthorne Experiment" and account for its findings. Evaluate the importance of these findings as to their application in today's economic activities. Describe any actual cases or examples of such problem areas. Suggest alternative choices and your conclusion on solutions of such problems on the part of labor and management. (Refer to text).

Using graphs and charts in your text and in supplementary materials on labor developments, give an interpretative and visual talk on recent achievements of greatest significance and permanence to our society.

Analyze a contract negotiation with your reactions on specific items and demands. (Refer to text).

Prepare and dramatize a labor-management meeting to discuss and resolve conflicting issues and problems. Develop conflicts in aims, demands, attitudes, trends, and necessary compromises, (Refer to text and supplementary references.)

Hold a round-table discussion on unit vocabulary and terms. Evaluate such developments as profit-sharing, fringe benefits, automation, guaranteed annual wage, conciliation, mediation and arbitration.

Compare the economic systems of the United States and Great Britain. Give any causes and effects of these economic systems. Evaluate the two systems.

Defend for women in industry the principle of "equal pay for equal work."

EVALUATION

Through objective and essay-type testing, determine students' knowledge and understanding of the developments in labor, labor organizations, and recent legislation.

Through observation of discussions, activities, and student experiences, evaluate students' attitudes and awareness of the issues and achievements of labor and management in the democratic process of resolving and solving common problems.

Through careful evaluation of students' written work, judge students' skill in practicing critical thinking and social action toward people of differing opinions and interests.

Through check-ups evaluate students' civic attitudes and civic conduct and responsibility in their school and community. (Relate to economic activity.)

RESOURCE MATERIALS

Lindholm and Driscoll, (text)	**Our American Economy**	Harcourt, Brace

RESOURCE MATERIALS (Continued)

Carskadon,	**Workers and Bosses are Human** (P.A.P.)	
Feier,	**Economics for Modern Living**	College Entrance Book Co.
Goodman-Moore,	**Today's Economics**	Ginn
Holt,	**Economics and You**	Scribner
Kerr, Clark,	**Unions and Union Leaders** (C.S.D.I.)	
Smith,	**Economics For Our Times**	McGraw-Hill
Starr,	**Labor and the American Way**	Oxford Book Co.
Tyler, G.,	**A New Philosophy for Labor** (C.S.D.I.)	

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Picture:

00–626 **Labor Movement**

PROFESSIONAL AIDS

	Automation and Technological Change	U.S. Government Printing Office, Washington, D.C.
Backman, Jules,	**What Productivity Means to Each of Us**	Pure Oil News Vol. 42, No. 8, Jan. 1960 35 E. Wacher Drive, Chicago 1, Illinois
	Cybernation	Center for study of Democratic Institutions, Fund of the Republic, Box 4068, Santa Barbara, California
	How to Raise Real Wages, A statement on National Policy by the Research and Policy Committee of the Committee for Economic Development, 711 Fifth Avenue, New York 22, New York	
Phillips, Almarin,	**Automation**	American Enterprise Association, 1012 Fourteenth St., N.W., Washington 5, D.C.
Rogers, Jack,	**Automation**	Institute of Industrial Relations, University of California, Berkeley, California
Steiner and Goldner,	**Productivity**	Institute of Industrial Relations, University of California, Berkeley, California

ECONOMICS GRADE 12 – Elective One Semester

Unit Five: Our Governments Provide Extensive Services By Means of Various Kinds of Taxes

Suggested Time – Two Weeks

OVERVIEW

Local, state and federal governments provide many of our services through taxation. Large sums of money are required each year for goods and services. In this unit we read about these expenditures and about how governments get their income.

There are often sharp differences of opinion relating to the specific responsibilities for the providing of necessary revenue by local, state and national governments for such services as education, road building, health, employment, and security. The relationship between governments, business, and individual initiative in providing revenue for these expenditures is a controversial question - and often a very heated one.

We will explore the principles and effects of taxation; the characteristics of and arguments for and against certain taxes; suggested reforms in taxation; and an evalutation of services and expenditures.

SPECIFIC OBJECTIVES

To help the students understand the pinciples of taxation

To help students investigate the increasing participation of government in economic activities

To develop in students an understanding that even in a basically free economy governments play a significant role in setting priorities and using resources

To realize the increased costs of government and to appreciate the reasons for taxes and the public debt

OUTLINE OF CONTENT

I. Our governments spend money to provide desired goods and services.

  A. Local Government
    1. City budget
    2. County budget
    3. School district budget
    4. Specific services and expenditures

  B. State government
    1. Services provided by states
    2. State aid
    3. Budget

  C. Federal government
    1. Budget
    2. General accounting office
    3. Government spending
      a. As an economic control
      b. G.V.P.
      c. Effect on the economy

II. There are many democratically acceptable sources of government income.

  A. Four principles of taxation
    1. Ability to pay
    2. Benefit received
    3. Control consumption
    4. Regulation

  B. Some classifications of taxes
    1. Direct - indirect
    2. Internal - external
    3. Progressive - regressive

  C. Kinds of taxes
    1. Income taxes
      a. Personal
      b. Corporation
      c. State
      d. Federal
    2. Property taxes
      a. Personal
      b. Real estate
      c. City

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Discuss these questions:

Why is government called the biggest business in the nation? Why have the costs of government risen so high since 1929?

Analyze Federal government expenditures in 1929 and today as percentages of total national product.

List four government services that are available to you which were not available to your great-grandparents.

Have each student prepare a short paper of explanation on each of the following quotations from justices of the United States Supreme Court:

(a) "Taxes are the price we pay for civilization" Oliver Wendell Holmes. (b) "The power to tax involves the power to destroy" John Marshall.

Have one student prepare a floor talk on Henry George's single-tax idea.

Prepare two "pie" charts for your city, state and national budgets. Using your charts, compare anticipated revenues and allocated expenditures for governmental units.

Draw a cartoon showing how hidden taxes may affect a family's standard of living.

On an outline map of the United States color the states which levy income taxes. Draw short dia-

        - d. State
    - 3. Sales
        - a. State
        - b. Excise
    - 4. Tariff
        - a. Specific
        - b. Ad valorem
        - c. Compound
    - 5. Estate inheritance, and gift tax
- D. Other forms of government income
    - 1. Licenses
    - 2. Fees
    - 3. Assessments
    - 4. Charges for certain services
    - 5. Grants-in-aid

III. Governments provide some revenue through borrowing.

- A. State and local borrowing
- B. Federal government borrowing

VOCABULARY AND TERMS

ability to pay
ad valorem
assessments
benefit received
bonds
compound
control consumption
corporation
excise
external
fees
fiscal year
grants-in-aid
gross national product
internal
licenses
progressive
regressive
regulation
revenue
specific
taxation
withholding tax

gonal lines at the borders of the states which also have sales taxes.

Prepare an oral statement on the basis of Engel's law as to whether the income tax is a "fair" tax. Is the sales tax a "fair" tax? Defend your position by gathering information and facts and any statements by authorities on taxation.

Discuss these questions: (a) Should the school district borrow to build a new school building or wait until it can accumulate the money to build it? and (b) Should there be a ceiling on the national debt?

CULMINATING ACTIVITIES

On a large chart or poster compare the sources of revenue and income with the expenditures of all of our governmental units. Indicate **specifically** co-operative governments' supports and services such as health, welfare, education, and the building of national and state highways.

Prepare and conduct a panel discussion followed by an open class (forum) question-and-answer period on the production of goods and services and its relationship to the national debt. Relate to the **Gross National Product** (G.N.P.) and the **Gross National Income** (G.N.I.) Use text and contemporary magazines, newspapers, and economic publications for recent reports, graphs, articles, and commentaries of specialists and correspondents.

Plan a campaign for "New schools for suburbia." Prepare campaign talks, posters, group discussions, and definite arguments for a bond election to finance these schools.

Defend the proposition that government spending does or does not interfere with free enterprise.

As a research study compare the volume of government purchases as related to personal consumption expenditures and gross private investment. Include recent statistics.

Analyze the arguments for and against the St. Lawrence Seaway. Defend your position as to whether you would have voted for or against this project.

Defend your point of view as to the citizen's role on the matter of government spending and his participation and attitude toward taxation and government expenditures.

Prepare and conduct a comprehensive evaluation of our entire system of taxation in a democracy. Defend your evaluation through factual development and the weighing of criticisms, suggested reforms, and the provision for protection of our freedoms, the many services, and welfare measures to solve our mutual problems.

EVALUATION

Evaluate through testing students' knowledge of taxation.

Observe students' attitudes, understandings, and skills in interpreting newspaper and news magazine articles, TV and radio news and commentaries, and everyday discussions on current developments on taxation.

Determine students' appreciation of the fact that increased services require increased revenue largely through taxation.

Judge through activities and demonstrated student participation in civic responsibilities your students' growth in critical thinking on services and expenditures and necessary revenue through taxation.

RESOURCE MATERIALS

Lindholm and Driscoll, (text)	**Our American Economy**	Harcourt, Brace
Feier,	**Economics for Modern Living**	College Entrance Book Co.
Goodman-Moore,	**Today's Economics**	Ginn
Holt,	**Economics and You**	Scribner
Magruder,	**American Government,** Chapter 13	Allyn and Bacon
Smith,	**Economics for Our Times**	McGraw-Hill

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Picture

0–339 Property Taxation

PROFESSIONAL AIDS

Debt: Public and Private	Economic Research Department, Chamber of Commerce of the United States, 1615 H Street, N.W., Washington 6, D.C., 1957 – 50¢
The Federal Budget in Brief	Bureau of the Budget, Executive Office of the President, United States Government Printing Office, Washington 25, C.C., – 25¢
Federal Taxes,	AFL-CIO Publication No. 108 AFL-CIO Building, 815 Sixteenth Street N.W. Washington 6, D.C., September, 1960, $1.50
The National Debt as a "Burden"	Wallace E. Ogg, Farm Policy Forum, Vol. 6, No. 4 April, 1953 Iowa State College Press, Ames, Iowa
The Role of the Debt in Our Economy	Robert H. Johnson, Farm Policy Forum, Vol. 6 No. 4, April, 1953 Iowa State College Press, Ames, Iowa
The Stabilizing Budget Policy: What It is and How It Works	Committee for Economic Development, 711 Fifth Avenue, New York 22, New York, July, 1950 30¢
State and Local Taxes	AFL-CIO Publication No. 108 AFL-CIO Building, 815 Sixteenth Street, N.W. Washington 6, D.C. September, 1960, $1.50

ECONOMICS – GRADE 12 – Elective One Semester

Unit Six: The Banking and Monetary System Is an Important Part of Our Economy

Suggested Time – Two Weeks

OVERVIEW

The role of money and banking in our economy is both fascinating and complex. Students should be introduced to money and banking, but it is too much to hope that the can master all of the intricacies about them. It seems reasonable that emphasis should be put on comprehending a few basic relationships and on an elementary understanding of how the chief monetary institutions operate.

SPECIFIC OBJECTIVES

To get students to realize that there is a connection between the amount of money and the level of spending

To show students how the amount of money in circulation is related to the level of prices

To help students realize that one of the most important kinds of money in the United States is bank deposits

To help students understand the influence of banking, and to observe the kinds of banks and the services which they render

To see that students understand the nature and use of credit

OUTLINE OF CONTENT

I. The role of money in our economy is essential.
   A. Uses of money
      1. Medium of exchange
      2. Measure of value
      3. Store of value
      4. Basis for credit
   B. Forms of money
      1. Metallic money
      2. Paper money
      3. Checkbook money

II. Banks also play an important role in our economy.
   A. Commercial banks
      1. Bank deposits
      2. Bank loans
      3. Bank earnings
   B. Government and banking
      1. Federal Deposit Insurance Corporation
      2. Federal Reserve System
         a. Control of reserves and interest rates of commercial banks
         b. "Open market" operations
         c. Encouragement of economic growth
         d. Deciding on margin requirements

III. Inflation, deflation, and money values affect our economy.
   A. Inflation
      1. Characteristics
      2. Effect on economy
   B. Deflation
      1. Characteristics
      2. Effect on economy
   C. Value of money
      1. Controlling supply
      2. Ways to affect velocity of circulation
      3. Gold reserve

IV. The business cycle is a phenomenon of our industrial economy.
   A. Characteristics of the cycle
   B. Some possible causes for depression
   C. Remedies we have tried

LEARNING EXPERIENCES AND ACTIVITIES

See text

Discuss these questions: Why is checkbook money not considered legal tender? Should all banks be required to join the Federal Reserve System?

Have student committees visit the following and report to the class: (a) Commercial bank, (b) Federal Reserve Bank, and (c) Clearing house. Invite a speaker from the Banking Institute to talk on money and banking.

Write your solution to the following problem: The economy is slightly inflationary at the time of the birth of your first child. His grandfather gives his new grandson $1000 to be invested for his college education. What investments would you consider and which one would you choose? Give strong and weak points of each investment considered, and a full explanation of your conclusion.

Write a short paper explaining this lead sentence: "Federal Reserve Banks have to look in two directions at once."

Have a class discussion on: Occasional business slumps are necessary to maintain economic efficiency. Is it a function of government to try to get stability in our economy?

VOCABULARY AND TERMS

bank discount
bulletin
buying on margin
checkbook money
clearing house
correspondent bank
fiat money
F. D. I. C.
legal tender
open market operation
promissory notes
purchasing power

CULMINATING ACTIVITIES

Divide the class into groups for buzz sessions. Appoint leaders of these buzz session groups to discuss the subject of banking. Have group leaders compile the summary of conclusions on this discussion and give a report on banking to the class. Follow with a question-and-answer period.

Have a committee study the subject of money, and give a research report to the class on the importance of money to our economy.

Plan and conduct an imaginary TV broadcast on the part that government plays in our economy in its influence on and aid to banking, money, and other economic problems. (i. e., regulations for a bank or business charter; responsibilities and liability of stockholders; control of money; function of treasury department, mint, etc.)

Using group research study, prepare and give a report to the class on comparisons of banks, money, historical developments, trends in legislation, and private and public financial enterprises.

EVALUATION

Through objective and essay-type testing, evaluate students' knowledge of banking, money, and legislation on financial problems.

Through student activities and learning experiences, determine students' skills in critical thinking on financial problems in our economy.

Through observation of students' written work and behavior, judge their functional understanding of our financial system, its money, and its banking.

RESOURCE MATERIALS

Lindholm and Driscoll (text)	**Our American Economy**	Harcourt, Brace
Cheyney,	**Using Our Credit Intelligently**	National Foundation for Consumer Credit
Feier,	**Economics for Modern Living**	College Entrance Book Co.
Goodman-Moore,	**Today's Economics**	Ginn
Holt,	**Economics and You**	Scribner
	Money and Banking in the American Economy (C. A. S. E.)	
Smith,	**Economics for Our Times**	McGraw, Hill

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0-814	**Future to Bank On**
0-815	**How Banks Serve**
0-816	**Money Talks**
0-817	**Pay to the Order Of**
0-818	**Using Bank Credit**
00-239	**Federal Reserve System**
00-318	**Inflation**
0-456	**What Is Money?**

Filmstrips:

F-349	**Federal Finance**

PROFESSIONAL AIDS

The Federal Reserve at Work:	annual report – Federal Reserve Bank of Richmond, Richmond 13, Virginia (free)
The Federal Reserve System:	**Purposes and Functions** – Board of Governors of the Federal Reserve System, Washington 25, D. C., 1961 (free)
Modern Money Mechanics	A Wookbork on Deposits, Currency, and Bank Reserves, Federal Reserve Bank of Chicago, Chicago 90, Illinois, May 1961 (free)

Money: Master or Servant?	**Thomas O. Waage, Federal Reserve Bank of New York, 33 Liberty Street, New York 45, New York, May, 1955 (free)**
Understanding Money and Banking,	**Basic Economics, The Industrial Relations Center, The University of Chicago, Chicago 37, Illinois 1953 – 50¢**

ECONOMICS – Grade 12 – Elective – One Semester

Unit Seven: International Trade Influences World-wide Standards of Living.

Suggested Time – Two Weeks

OVERVIEW

The United States is increasingly involved in the rest of the world, in economic as well as political matters. The case for specialization and exchange among nations is basically the same as it is for domestic trade. Where total world output is increased by specialization and free international trade, all nations gain but the gain for some is greater than for others.

An important difference between international and domestic trade is that nations use different currencies, and we must deal with the balance of trade and the balance of payment. In attempting to assure a favorable balance of trade, nations have used tariffs and restrictive devices. With the increase of world population, improvements in transportation, and increased industrialization of nations, the trade relations of the world are increasingly important.

SPECIFIC OBJECTIVES

To help students understand the importance and nature of international trade

To have students note the arguments concerning free trade and the tariff, and to examine the history of tariff in the United States

To get students to appreciate that trade and economic well-being are important to all people in the world

OUTLINE OF CONTENT

I. We need to know how international trade operates.

- A. Imports and exports
    1. Importance
    2. Variety
    3. Visible and invisible
    4. Balance of trade
- B. Payments in foreign trade
    1. Debts and credits
    2. Balance of payment
    3. International debts
- C. Trading blocs
    1. European Common Market
    2. Latin America's Common Market
    3. Other trading agreements

II. We need to investigate some of the problems of international trade.

- A. Fluctuating monetary units
    1. Government's efforts to stabilize money
    2. International Monetary Fund
- B. Capital
    1. Sources of international capital
    2. Technical assistance
- C. Trade restrictions
    1. Tariff
        - a. Kinds
        - b. History
    2. Quotas
- D. Trade agreements
    1. Reciprocal trade agreements
    2. General agreement on tariffs
    3. Present day agreements

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Have students prepare for class discussion on such questions as the following: (a) Does international trade contributes to a higher standard of living? (b) Is international trade a two-way street?

Have a committee of students bring in a listing of leading imports and exports of last year's foreign trade.

Write a short essay using either of these as lead sentences: (a) A tariff is a tax paid by consumers for the benefit of American producers. (b) A tariff is a protection for American workers.

Have a panel discussion followed by an open forum discussion on this subject: The Western Hemisphere should form a common market.

Prepare a floor talk on factors affecting the balance of payment.

Have a committee get an appointment with the foreign trade division of the local chamber of commerce to get information on our local involvement in foreign trade.

VOCABULARY AND TERMS

balance of payment
balance of trade
common markets
economic nationalism
escape clause
protective tariff
rate of exchange
reciprocal trade
self-sufficiency
stockpiling

VOCABULARY AND TERMS (Continued)

peril point provision   United States Tariff Commission

CULMINATING ACTIVITIES

Prepare and conduct a debate on the following subject: Resolved: "That the United States should belong to the common market." Follow the regular order of procedure in debating as to affirmative and negative speeches, rebuttals, time limits, and judging by some other teachers, counselors, or administrators.

Give a report on our world trade by use of maps, charts, and graphs. Draw some conclusions from your facts and statistics.

Defend or give evidence that we are interdependent for international trade in Kansas City. Present the most recent developments of our exports and imports in Kansas City and in the United States.

Discuss the following problems of international trade: (a) Fluctuating monetary units, (b) Capital, (c) Tariff and quota restrictions, and (d) Cold war. Suggest solutions or remedies to one or more of these problems.

EVALUATION

Through testing and regular check-ups, evaluate students' understanding of the importance and functioning of international trade in our economy.

Through students' written work and discussions, determine students' ability to analyze statistics, causes and results, and possible solutions of international trade.

Through student activities and learning experiences, observe students' skills in developing critical thinking on economic issues and problems.

RESOURCE MATERIALS

America and the World Economy, Basic Economics, The Industrial Relation Center, The University of Chicago, Chicago 37, Illinois, 1954 – 50¢

Forging a United Europe, The Story of the European Community, Robert L. Heilbroner, Public Affairs Pamphlet No. 308, Public Affairs Committee, 22 East 38th Street, New York 16, New York, Jan. 1961 .25

International Economic Problems, Economic Series 2, James D. Calderwood, Curriculum Resources, Inc. 1515 E. Lake Street, Minneapolis 8, Minnesota, 1961 $1.00

New Directions in U.S. Foreign Economic Policy, Richard N. Gardner, Headline Series No. 133, Foreign Policy Association, 345 East 46th Street, New York 17, New York, 1959 .50

Petition of the Candlemaker, Frederic Bastiat, Outside Readings in Economics. Thomas Y. Crowell Company, 432 Park Avenue South, New York, New York, 1956 $2.50

United States Tariff Policy, Committee for Economic Development, 711 Fifth Avenue, New York 22, New York, Nov., 1954 .75

World Trade, Economic Series 31, James D. Calderwood, and Hazel J. Jones, Curriculum Resources, Inc., 1515 [illegible]ake Street, Minneapolis 8, Minnesota, 1961 .90

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0–424	**Transportation**	(10 min.)
00–571	**Travel in America in the 1840's**	(14 min.)
00–160	**Travel with the Devil**	(20 min.)
0–103	**Distributing of America's Goods**	(11 min.)

PROFESSIONAL AIDS

Curtiss, W. M.,	**The Tariff Idea**	The Foundation for Economic Education, Inc.
Faulkner, Harold,	**American Economic History**	Harper
Lubell, Samuel,	**The Revolution In World Trade**	Harper

Unit Eight: Different Peoples Choose Different Economic Systems.

Suggested Time – Three Weeks

OVERVIEW

Different economic systems solve the major economic questions in different ways. Economic systems now range over the spectrum from private enterprise through varying degrees of government ownership. Students should be able to make an intelligent comparison between a private enterprise economy and a communist economy of the Russian type.

The students should also be sensitively aware of the fact that various democratic societies, such as the United Kingdom and Scandinavian countries, have chosen to adopt socialism in varying degrees. This does not mean that these countries are any less democratic in their form of government or that they are any less friendly toward the United States.

Comparing economic systems, we need a dispassionate analysis of the facts and a recognition that different peoples choose to organize their economies in different ways.

SPECIFIC OBJECTIVES

To get students to understand the difference between a government organization and an economic organization

To help students gather facts on other economic systems and make some evaluation of these systems as compared to the American system

To encourage students to realize that an economic system changes and evolves in response to the goals of the economic structure

OUTLINE OF CONTENT

I. We review the private enterprise system called capitalism.
   A. Feudalism
   B. Laissez-faire
   C. Oligopolistic
   D. Monopolistic
   E. Enlightened or government regulated

II. We investigate the public enterprise system in a democratic society called socialism.
   A. Strong points
   B. Weak points
   C. Great Britain's or Sweden's economic system as an example

III. We investigate public enterprise in complete control of the economy – communism.
   A. Main points of Marxism
      1. Economic forces alone determine history.
      2. Class warfare
      3. Dictatorship of the proletariat
      4. World-wide revolution
      5. Classless society
      6. Economic enterprise operated for good of all
   B. Developments in Russia's economic system
      1. Industrialization
      2. Military power
      3. Advances in science and technology
      4. Decisions on allocation of natural resources
   C. Weak points in Russia's economy
      1. Stress on filling quotas may lead to hoarding supplies and producing inferior goods.
      2. Planning too centralized for effective results

LEARNING EXPERIENCES AND ACTIVITIES

See text.

Have a small committee do research on Adam Smith's ideas of economics, and another committee to work on Karl Marx's idea. Present findings in the same class period. Follow by an open forum.

Prepare a talk on the characteristics of private enterprise.

Have a small committee of students do research on an economy of the "middle way" as used in Sweden. Students must report their findings to the class.

Use the following as a topic for class discussion. "Keeping up with the Russians" should be a goal for Americans.

    3. Failures to fill agricultural quotas
    4. Lack of incentive for enterprise and profit

IV. We compare the American capitalistic system and the Russian communistic system.

  A. Who determines allocation of resources?
    1. Central planners in Russia
    2. Consumer demands in America
  B. Who owns capital goods and natural resources?
    1. The state in Russia
    2. Private owners in the United States
  C. Who owns the consumer goods?
    1. As of now, Russia uses money income as incentive and not "from each according to his ability, to each according to his need."
    2. In the United States individuals own consumer goods.
  D. What is the relationship between government and the economic system?
    1. In Russia, central government runs the entire economy, sets prices, and wages, and controls prices and wages.
    2. In the United States legislation regulates and protects the economic system.

Have a small group of students prepare a report for the class on the process of developing 'Five or Seven-Year Plans' in the Soviet Union.

Have four students prepare a conversation between American workers and Russian workers talking "shop."

Have a committee do research and present their findings on: The "Farm Problem" in the United States and the "Farm Problem" in the Soviet Union.

VOCABULARY AND TERMS

collective
enlightened or government regulated
feudalism
five or seven-year plans
laissez-faire
mixed economy
monopolistic
nationalization
oligopolistic
proletariat

CULMINATING ACTIVITIES

Use a chart and make a comparison of the leading economic systems. Evaluate.

Answer the criticism that high school graduates do not know the main facts about their economic system by preparing and presenting a real or imaginary TV program on private enterprise.

Prepare and conduct a round-table discussion on the problems of economic systems and their respective aims.

EVALUATION

Evaluate through student discussions and activities students' knowledge and understanding of private enterprise and other economic systems.

Evaluate through testing and check-ups students' attitudes and skills in thinking critically on economic issues and problems.

Determine through written work and news discussions students' ability to see causes and effects, and real economic developments in the United States as it deals economically with other nations.

RESOURCE MATERIALS

Lindholm and Driscoll, (text)	Our American Economy	Harcourt, Brace
	American Capitalism (C.A.S.E.)	
	Capitalism and other Economics Systems (C.A.S.E.)	
* Colegrove	Democracy vs. Communism, Part V	D. Van Nostrand
Feier,	Economics for Modern Living	College Entrance Book Co.
Goodman-Moore.	Today's Economics	Ginn
Holt,	Economics and You	Scribner
Lengyl,	The Soviet Union	Oxford Book Co.
	Primer on Communism, Chapter VII,	Antidefamation League of B'nai B'rith
Pruden,	Democracy, Capitalism, and their Competitors,	Oxford Book Co.

RESOURCE MATERIALS (Continued)

Rostow,	**Dynamics of Soviet Society,** Mentor paper-back	New American Library
Smith,	**Economics for Our Times**	McGraw, Hill
Weingast,	**This is Communism,**	Oxford Book Co.

C.A.S.E.
Council for Advancement of Secondary Education
1201 Sixteenth Street, N.W.
Washington 6, D.C.

C.S.D.I.
Center for the Study of Democratic Institutions
Fund for the Republic
Box 4068, Santa Barbara, California

* P.A.P.
Public Affairs Pamphlets
30 Rockefeller Plaza
New York 20, New York

* Hard-back books. All others are paper-back or pamphlets

Additional general references for teacher and pupils:

Clark-Romanoczy	**How To Think About Economics**	D. Van Nostrand
	World Almanac	New York World – Telegram
	Information Please Almanac	

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0–515	**Capitalism**
0–658	**Communism**
0–629	**Make Mine Freedom**
0X–195	**Russia**
00–589	**Russian Life Today**

PROFESSIONAL AIDS

Campbell, Robert W.,	**Soviet Economic Power** 1.95	Houghton Mifflin
Hoover, J. Edgar	**Masters of Deceit**	Holt
Levine, Irving R.,	**Main Street, U.S.S.R.**	The New American Library
Lovenstein, Meno,	**Capitalism, Communism, and Socialism** 1.25	Curriculum Resources
	Comparison of the United States and Soviet Economies – Parts 1,2,3	Joint Economic Committee
Oxenfeldt, Alfred R.,	**Economic Systems in Action: The United States, The Soviet Union, The United Kingdom** $2.75	Holt, Rinehart & Winston
Schwartz, Harry,	**Russia's Soviet Economy**	Prentice, Hall
Wagner, Lewis E.,	**Methods of Organizing Economic Activity in the United States and the Soviet Union** Economic Topics, 1960–1961 .10	Joint Council on Economic Education

GRADE TWELVE - SOCIAL STUDIES

INTERNATIONAL RELATIONS

(ELECTIVE - ONE SEMESTER)

UNITS OF STUDY

485A

INTERNATIONAL RELATIONS

Unit One: A Survey Is Made of the Relations of the United States with other Nations of the World.

Suggested Time - Three Weeks

OVERVIEW

In the complex of the modern world it is not enough for the student to study the history of the nations; he must become aware of their interaction on each other. Before a student can study the problems with which the nations struggle, he must understand some of the underlying principles of international relations. Throughout this unit an attempt will be made to explain the "How," "Why." "What," and "When" of international policies.

In order to establish a point of reference students will study the position of the United States in relation to other nations, including the developmental background of our international affairs and our evolving foreign policy.

SPECIFIC OBJECTIVES

To help students understand the physical characteristics of a state: its powers, functions, and responsibilities

To provide students with foundation knowledge of the basic tools of foreign relations, diplomacy, treaties, and international organizations

To help students become knowledgeable concerning our country's position in its relations with other nations

To develop in students a working knowledge of principles and vocabulary on which an understanding of international relations must be based

OUTLINE OF CONTENT

I. International relations are complicated in our modern world.

   A. The modern state
      1. Its powers
      2. Its responsibilities

   B. The goals of a nation's foreign policy

   C. Diplomacy develops between the states.
      1. Organization of diplomatic corps
      2. Functions of officials

   D. Types of international relationships
      1. Unilateral
      2. Bilateral
      3. Multilateral

   E. The United States becomes a nation among many nations.
      1. Our early attempts at diplomacy
      2. We learn to negotiate by trial and error methods.

VOCABULARY

bilateral
contemporary
corollary
diplomat
foreign affairs
foreign policy
isolation policy
state
unilateral

LEARNING EXPERIENCES AND ACTIVITIES

See text. **Foreign Relations Series** - by North Central Association

Using specific resource materials prepare a report on the meaning of "national states" and "diplomacy" as practiced between and among states.

Defend the statement that "Isolation of nations today is impossible."

Read Washington's "Farewell Address." Evaluate it as a possible present-day policy of the United States.

Trace the development of the Monroe Doctrice (include corollaries and our modern application to Cuba.) Were our leaders justified in its past applications? Can it apply in the present world situation?

Draw a chart showing the organization of the State Department.

Make a collection of cartoons which illustrate the present international complex. Prepare a commentary using the cartoons to dramatize your words.

CULMINATING ACTIVITIES

Prepare and conduct panel discussions based on committee studies and reports of such international problems as: (a) the role of our Department of State in making foreign policy, (b) the function of committees of the House of Representatives and the Senate on foreign affairs, (c) the influence of public opinion in making foreign policy, and the responsibilities of the press, radio, and TV in reporting on international problems. (Preparation might be conducted over a sufficient period of time for research, contacts, and student interviews.)

Using a large chart or original poster on our Department of State, describe and discuss with the class the operation of the government in handling international relations. Refer to such resource materials on contemporary affairs as: **Newsweek, United States News and World Report, Time,** and **Current History;** and illustrate the specific workings of the government in our relations with other countries by describing pertinent happenings at the present.

Show the film, "Planning Our Foreign Policy" (00–362). Discuss and interpret the film as it describes the actual making of our foreign policy. Biographical films on past secretaries of state, such as Thomas Jefferson, and John Quincy Adams, could be used to indicate the influence of these leaders on foreign affairs.

Relate this unit to the following unit with an explorative discussion of "our foreign policy" toward - - (using the name of current areas which are in the news.) Build upon this knowledge, or lack of it, in the next unit.

EVALUATION

Through observation of discussions and activities determine students' interest in and knowledge of contemporary international relations and the current developments.

Through testing evaluate students' knowledge and understanding of historical background and current events relating to leadership of the United States in foreign affairs.

Evaluate through written work and essay-type testing students' attitudes toward other nations and their understanding of our efforts to develop peaceful relationships.

Determine through students' behavior their skill in regular reading of adult news' publications and in following regular news and columnists' articles, broadcasts, and feature presentations on foreign affairs.

RESOURCE MATERIALS

Jones-Murphy,	**Geography and World Affairs**	Rand McNally
Magruder, William,	**American Government**	Allyn and Bacon
Peck, Joseph and Lippe, Paul,	**The World in Our Day**	Oxford Book
Platig, E. R.,	**The United States and World Affairs**	Laidlaw brothers

AUDIO VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

F–950	**Free Americans Establish a New Nation**
F–1368	**Growth of American Democracy**
F–194	**America as a World Power Before 1918**
F–196	**Beginnings of American Nation**
F–201	**Establishment of American Nation at Home and Abroad**
F–208	**United States in Foreign Affairs; 1919-1941**
F–1369	**Rise of America as World Power**
F–951	**Young Nations and Foreign Affairs**

00–403	**Planning Our Foreign Policy**	(21 min.)
00–173	**Jefferson, Thomas**	(17 min.)
00–207	**Adams, John Quincy**	(17 min.)

PROFESSIONAL AIDS

Hill, Norman,	**Contemporary World Politics**	Harper & Brothers
Peck, Joseph, and Lippe, Paul,	**The World in Our Day**	Oxford Book Company
Schleiher, Charles P.,	**International Relations**	Prentice Hall, Inc.

Make use of many current materials as they apply to your course. Such magazines as **Time, Newsweek, U.S. News and World Report,** and **Life** supply excellent source material.

Newspapers or a TV program on current international relations are also good source material.

INTERNATIONAL RELATIONS – One Semester

Unit Two: Current Problems and Pressures Influence Our International Policies.

Suggested Time – Six Weeks

OVERVIEW

Our present world condition is one of complication and strain, not only on the personal level but among the nations of the world. Difficult problems are found on the cultural level as well as in the more familiar economic and political levels.

If the student is to develop a sense of his relation to these problems of the world and is to assume his responsibilities as a citizen, he must recognize the differences in religious and social customs of many peoples and through such learning develop tolerance and understanding.

The student should become aware that wars don't just happen but result from definite underlying causes, many of which are economic in their origin.

SPECIFIC OBJECTIVES

To help the student understand some of the basic economic problems which nations must try to solve

To help students recognize the great, unanswered humanitarian and ethical problems faced by people of the underdeveloped areas

To encourage students to develop tolerance for customs and beliefs different from those familiar to us as "the right way"

To help students recognize that there is no neat, pat answer to many of the international pressures

OUTLINE OF CONTENT

I. Many international problems concern the whole world in varying degrees.

  A. Food Supply

  B. Natural resources and their use

  C. A favorable balance of trade

  D. Standard of living

  E. Conflicts of races and/or creeds

  F. Peace

  G. Fear of atomic war

II. Most problems are more acute in certain areas of the world.

  A. Far Eastern nations struggle with lack of food and overpopulation.
    1. Religion may enter into each problem.
    2. Each is a contributing factor in a low-standard living.

  B. The people of the Middle East are deeply divided.
    1. Racially or nationally
    2. Language differences
    3. Religious differences
    4. Jealousies over natural resources
    5. Political inexperience in combination with "cultural oldness"

  C. Africa is beset by problems of an explosive nature.
    1. Geographical divisions
    2. Diverse population both in location and race
    3. Nationalism in violent forms
    4. Changing loyalties in government and religion
    5. Illiteracy
    6. Sub-standard living conditions

LEARNING EXPERIENCES AND ACTIVITIES

See text. **Foreign Relations Series** – by North Central Association

Make a chart showing the areas of the world where food is in short supply. Compare with a chart on population density. Explain the relationship between the charts.

Find the average yearly income of a family in the major countries of the world and contrast it with that of the United States.

Make an illustrated poster showing the races of the world and their sub-divisions according to numbers.

Prepare a report on how tribal loyalties conflict with national patriotism. Show where and how such loyalties create problems.

Using an outline map, show which countries control the resources of the Middle East.

Make a list of the countries of the Middle East and indicate the type of government of each. Are these principally governments of the people or governments by dictation?

Draw a map showing chief geographical divisions of Africa. Do these divisions influence the political problems?

Prepare a report showing the diversity of languages in Africa. Which languages are used most frequently in international dealings?

Contrast a map of Africa today with Africa of 1900. How many new nations have appeared?

Report to the class on the influence of the missionary in Africa. Name some of the outstanding missionaries.

Make a list of Africa's major products and show which areas produce these. Does this help explain why some new nations are weak?

D. Asia is an area in transition.
   1. Colonialism remains
   2. Old religious and social customs cause conflict
   3. Minorities in population exist
   4. Developments in religion

E. The Soviet "Empire" is beset by a variety of problems.
   1. Size, climatic and topographical features
   2. Non-Russian groups
   3. Food Supply
   4. Transportation and distribution
   5. Weak factors in their economy
   6. Satellite restlessness
   7. Production problems on farm and in factory

F. Latin Americans have many problems
   1. Governmental insecurity
   2. Conflicts of ideology
   3. Social contrasts
   4. Minority groups
   5. Illiteracy
   6. Industrial revolution – awakening

VOCABULARY

- animism
- apartheid
- Arab
- arid
- assimilation
- autonomy
- chieftaincy
- compromise
- creeds
- extraterritoriality
- Moslem
- nationalism
- nationality
- psychological tensions
- races
- self-determination
- tribalism
- tsar
- underdeveloped nations
- xenophobia

Write biographical sketches of the chief leaders in the new African nations. Note their qualifications.

Write a conversation between a young man and an old man in Africa which will show the change of viewpoint taking place there. How do you account for the difference?

Why does the traditional "position of women" hamper the development of Asia? Write a paper which will explain the survival of this "position."

Compare, using pictures, the two major religions of Asia. Indicate conflicts which exist between them.

Draw a map of Russia proper and superimpose upon it a map of the United States. Comment on size, climate, and topography in the legend.

Prepare a research report on the race and language divisions in Russia.

Make a poster which will show Russia's Five Year Plans. Show their goals and what they actually accomplished.

Draw a map on which you show the growth of Russia since 1923.

Prepare a chart comparing the countries of South America in size, population, type of government, resources, and per capita income.

CULMINATING ACTIVITIES

Develop a round table discussion in which students represent countries from each problem area. Let them choose several problems common to all areas. In the discussion lead them to talk over causes, resultant conflicts, and proposed remedies. Suggest that each try to reflect the outlook of his people.

Make a chart showing the production figures of the leading nations in each area of the world in food and industry, etc.

Compare the problems of the African continent with those of South America. Will the same cures work in each case?

EVALUATION

By means of special topics for student paragraphs evaluate students' attitude changes that have occurred as a result of the study of this unit. Have some of the paragraphs read in class for class evaluation of the points of view.

Do students show shifts in point of view from extreme isolationism to more cooperative relationships in matters dealing with foreign affairs?

Have students evidenced growth in tolerance and understanding of other peoples without losing respect for their own country and its people?

RESOURCE MATERIAL

Jones, S. S., (text)	**America's Role in the Middle East**	Laidlaw
Platig, E. R., (text)	**The United States and the Soviet Challenge**	Laidlaw
Rosberg, C. G., (text)	**Africa and the World Today**	Laidlaw
Almond, G. A., and Coleman, James S.,	**The Politics of the Developing Areas**	Princeton University Press
Armstrong, J. P., (text)	**Chinese Dilemma**	Laidlaw
Bell, Oliver,	**The Two Chinas**	Scholastic Book Services

Bryson, E.,	**Social Changes in Latin America Today**	Harpers
Cleef, E., and Finney, John C.,	**Global Geography**	Allyn and Bacon
Clough, S. B.,	**Basic Values in Western Civilization**	Columbia University
Fullord, Harold,	**The Soviet Union in Maps**	Denoyer-Geppert
Hanson, Earl,	**New Worlds Emerging**	Duell, Sloane, and Pearce
Lengyel, J. D.,	**The Sub-continent of India**	Scholastic Book Series
Oakes, John B.,	**The Edge of Freedom (Africa)**	Harpers
Palmer, R. R.,	**Atlas of World History**	Rand McNally
Peck, Joseph, and Lippe, Paul,	**The World in Our Day**	Oxford Book
Schwartz, Harry,	**Russia's Soviet Economy**	Prentice Hall
Thurston, E. L., and Southworth, John,	**Our Home Lans and the World**	Iroquois Publishing
Sakamaki, S., and White, John A.,	**Asia**	Webster Publishing
Treadgold, D. W.,	**Twentieth Century Russia**	Rand McNally

AUDIO VISUAL INSTRUCTIONAL MATERIALS

Filmstrip:

F-2063	**Middle East: Well Spring of Progress**	

Motion Pictures:

00-589	**Russian Life Today: Inside the Soviet Union**	
0X-195	**Russia**	
00-268	**Pakistan and Union of India**	(14 min.)
0-745	**Mohammedan World: Beginnings and Growth**	(11 min.)
00-359	**Major Religions of the World**	(20 min.)
00-625	**China Under Communism**	
0- 64	**Central America** (5-8 level)	(11 min.)
00-281	**Building a Nation, Israel**	(20 min.)
0-476	**Brotherhood of Man**	(10 min.)
00- 15	**Backward Civilization – Berbers**	(21 min.)

PROFESSIONAL AIDS

Almond, G. A., and Coleman, James,	**The Politics of the Developing Area**	Princeton University Press
Clough, S. B.,	**Basic Values in Western Civilization**	Columbia University
Hoover, J. Edgar	**Masters of Deceit**	Holt
Schwartz, Harry,	**Russia's Soviet Economy**	Prentice Hall

INTERNATIONAL RELATIONS – Elective – One Semester

Unit Three: Various Methods and Approaches Have Been Used by Nations in Their Struggle for Security in a Troubled World.

Suggested Time – Three Weeks

OVERVIEW

Not all of the pressures and strains in the world are new. The roots of present conflicts are found in the past, extending as far back as the exploration period and continuing until the present day.

Nations have endeavored to find solutions to conflicting ideas and goals in various ways. Some have been successful or partially so by pursuing solutions through diplomatic channels, while others have plunged the world into futile wars with great human suffering. The student should understand that each nation has sought to find approaches which would result in national security while trying to maintain peaceful relations with their neighbors and other nations.

SPECIFIC OBJECTIVES

To acquaint students with the chief forms of national governments of the world

To help the students understand that each type of national government is an outgrowth of national interests, world conditions, and pressures from other countries

To emphasize with students that this is a world of interaction, in which resources, trade, cultural ethics have warlike overtones

To emphasize with students the tools and techniques which they must use in order to understand and discuss governments and their international relations intelligently

OUTLINE OF CONTENT

I. Imperialism attempts to control world trade through colonies.
   A. Outgrowths of the exploration period
      1. Struggle for power between Britain and Spain
      2. Contest of position between Spain and Britain
   B. Propose control of area, people, and trade
   C. Major colonial empires of modern period

II. Militant nationalism is a result of stress in countries which developed after the period of exploration.
   A. Italy and Germany were "have not nations."
      1. Lack of resources
      2. No "expansion" space
      3. Strong national patriotism

III. Nationalism takes form.
   A. Term lacks exactness.
      1. Subject to interpretation by nations and writers
      2. Expresses itself in many forms
   B. Distinct forms
      1. Isolationism
      2. Military government
         a. Fascism
         b. Dictatorship
      3. Ultra-patriotic leadership
      4. Communist interpretations
         a. Russia
         b. China
         c. Yugoslavia

LEARNING EXPERIENCES AND ACTIVITIES

See text. **Foreign Relations Series** – by North Central Association

Write a research paper on world trade. Try to trace its beginnings. Show why it is one of the major influences on world problems and tensions. (Develop possible outline in class.)

Draw a map showing the major empires of the early modern period. Why was England able to build such a large empire?

Make class reports showing why Spain and France were unable to hold their extensive claims to colonial empires.

On a map of Africa chart the colonies of Britain and France in 1900. What trade products did they attain from these colonies?

Debate the topic, "The Age of Colonialism is at an end." Take into account that it may change name or form but remain colonial in nature.

Discuss: "Our Revolution was an Expression of Nationalism."

World War I has often been blamed on the stress between the "Have" and the "Have Not" nations. Prepare a report to explain this point of view.

Have a panel discussion on "nationalism" in which each panel member discusses one of the forms of nationalism and shows how it expresses itself.

Make a comparison between Mussolini and Hitler. Include the conditions in their countries at the time they came to power.

Report on the leaders of the new, intensely nationalistic countries, e.g., Israel, Ghana, Congo, Kenya, Tanganyika, and Nigeria.

5. Democratic interpretations
    a. United States
    b. Great Britain

VOCABULARY

aggressor
appeasement
armistice
autonomy
Bolsheviks
capitalism
class struggle
colonialism
compromise
dictatorship
displaced person
dominion
expatriation
Fascism
homogeneity
imperialism
isolationism
mandate
nationalism
nepotism
neutralism
partition
plebiscite
proletariat
self-determinism
socialism
Zionism

Report on the Arab League. Explain why Nasser has become a symbol. What kinship ties the Arabs together?

Discuss the historical beginnings of Israel. Explain why it is a unique case. What is Zionism? Why is there enmity between Israel and the Arabs?

Report on the Aswan Dam Project. Explain why it is an object of international strain. How does the Arab League enter into the problem?

Why have both the Suez and Panama areas been the object of international concern? Make a report which will show how nationalism has made "hot spots" of these areas.

Have two special reports prepared. Let one explain the Chinese Civil War from the viewpoint of the Nationalists. Include something of the aims of Chiang Kai-shek. Have the other report discuss the aims and leaders of the Communists. In class discussion, compare the two "causes."

Prepare a chart which will show the organization of the Communist Party of the Soviet Union. In the legend show how many belong. Explain, in a report, in what way Communism is an international organization. Point out the various ways it expresses itself in separate countries. Discuss its evils.

CULMINATING ACTIVITIES

Prepare a panel discussion which will compare the democratic political system of government with the communist system. Defend the statement that our plan of government in the United States is more democratic in theory and practice than that of the Soviet Union.

Bring to class cartoons or illustrations which show the breakdown of the old policy and practice of imperialism. Make a bulletin board display of cartoons and clippings that indicate that a new kind of imperialism is developing.

Have a student committee divide and study available resource and textual materials in preparation for a role-playing presentation of representative leaders of such nations as Cuba, Yugoslavia, and State of Israel.

Have students pursue research on the abuses and trials of the leaders of Nazism and Fascism. Report on the causes and effects of totalitarian governments on the peoples of the world. Account for the ultimate downfall of Germany and Italy in 1945; relate to policies and practices in international relations.

Explain the Cold War since 1945 as related to international relations and developments.

Prepare and conduct a full discussion on the causes and results of international conflicts and wars. Use a map of the world to point out developments, geographic, cultural, and economic factors, and important achievements in freedom and democracy.

Debate the proposition that you can give peoples and places independence but that you cannot give them freedom, decency, and democracy. Relate to recent contemporary events and advancement of self-determination, non-intervention, and anti-colonialism. Refer to recent newspaper and news magazine articles, editorials, and writings of outstanding columnists.

EVALUATIONS

Determine through such evaluating techniques as objective and essay tests, written work, and class activities, the students' knowledge and understanding of contemporary world events that have evolved from the past.

Observe students' attitudes and skills in thinking critically and objectively on real factors in the conduct of foreign relations and world events. Evaluate students' informal reactions, through planned and executed panels, open forums, and round table discussions. Avoid teacher domination and "pat" answers.

Evaluate through participating in committee planning and student activities and projects, their functional grasp of international developments based on specific measures of foreign aid, military and economic assistance, and co-operative practices. (Refer to what we do, and to what Russia refuses to do in practice.)

RESOURCE MATERIALS

Armstrong, J. P., (text)	**Chinese Dilemma**	Laidlaw
Armstrong, John P., (text)	**Southeast Asia and American Policy**	Laidlaw
Jones, S. S., (text)	**America's Role in the Middle East**	Laidlaw
Platig, E. R., (text)	**The United States and the Soviet Challenge**	Laidlaw
Platig, E. R., (text)	**The United States and World Affairs**	Laidlaw
Rosberg, C. G., (text)	**Africa and the World Today**	Laidlaw
Bell, Oliver,	**The Two Chinas**	Scholastic Books
Bryson,	**Social Changes in Latin America Today**	Harpers
Commanger, H. S., & Graebner, N. A., et al	**Contemporary Civilization**	Scott, Foresman
Goldwin, Robert A.,	**Readings in World Politics**	Oxford University Press
Hoffman, Stanley,	**Contemporary Theory in International Relations**	Prentice, Hall
Lengyl, Emil,	**The Sub-continent of India**	Scholastic Books
Mende,	**The Shadow of China**	
Morganthau, Hans,	**Politics Among Nations**	Knopf
Overstreet, Harry, and Bonaro,	**What We Must Know About Communism**	Norton and Company
Sakamaki, S.,	**Asia**	Webster Publishing

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

00–19	**Britain and Her Empire**	(17 min.)
00–281	**Building a Nation, Israel**	(20 min.)
00–625	**China Under Communism**	
0–79	**Colonial Expansion**	(11 min.)
00–38	**Indonesia – New Nation of Asia**	
0X–193	**Middle East**	(14 min.)
00–396	**Middle East**	
00–268	**Pakistan and Union of India**	(11 min.)
00–98	**Rise and Fall of Nazi Germany**	(17 min.)
0X–90	**Rise of Adolph Hitler**	
00–12	**Territorial Expansion of U.S.**	(22 min.)
00–12	**Territorial Possessions of U.S.**	(25 min.)
00–572	**United States Expansion: Overseas**	(14 min.)
History of World Series F–2068	**Nationalism and Worlds Balance of Power**	
Settling the New World Series F–651	**Spain Establishes a Great Empire**	

PROFESSIONAL AIDS

Hill, Norman	**Contemporary World Politics**	Harper
Schleuber, C. P.,	**Introduction to International Relations**	Prentice, Hall
Treadgold, D. W.,	**Twentieth Century Russia**	Rand McNally
	The Profile of Communism	Anti-Defamation League of B'nai B'rith New York City, N. Y.

INTERNATIONAL RELATIONS – One Semester

Unit Four: All Nations Find Themselves Interdependent in a Shrinking World.

Suggested Time – Two Weeks

OVERVIEW

There was a time in history when men of one country had little or no contact with citizens of other nations. It was easy to disregard their problems or ideas as unimportant. It is becoming increasingly obvious that, in the modern world, tribes in deepest Africa must be regarded as important, not only to themselves but to the peace and security of the whole world.

Nations are involved in complicated interaction and interdependence but, on a more personal plane, every citizen of every country is coming to feel himself a part of a vast army called mankind. Citizens in the heart of America are deeply concerned when a small tribe in Africa finds food supplies scarce or faces starvation. An American may take action as an individual as well as become a part of a pressure on government to give aid.

In this unit students study the forces that have led to the increased awareness and involvement in international relations on a larger and ever increasing scale.

OBJECTIVES

To help emphasize with students the common bonds in which all mankind shares

To help emphasize the vast importance of trade as an international exchange relation

To help students explore the technological advancements of our age and study their international aspects

OUTLINE OF CONTENT

I. Technological advancements have encouraged many immediate contacts and direct communications.

- A. News media
  1. Newspapers
  2. TV and radio
  3. Magazines and books
  4. Telephone
- B. Transportation by air and sea
- C. Machinery of production

II. Technological advancements have made possible increased exchanges between peoples and nations.

- A. In trade
  1. Volume of trade
  2. Trade barriers
  3. Trade agreements, both reciprocal and multi-lateral
  4. Growth of the Common Market
  5. International Trade Organization (I.T.O.)
  6. Commission on International Commodity Trade
- B. World tensions and pressures have forced people to immigrate to other nations.
  1. From Communist dominated countries such as Hungary and East Germany, and Cuba.
  2. Displaced people who immigrate as a result of wars
- C. Increased exchanges of a scientific nature
  1. New research and discoveries in medicine through W.H.O.
  2. Sharing atomic energy through International Atomic Energy Agency (I.A.E.A.)
  3. Space exchanges and cooperation
  4. World Meteorological Organization (W.M.O.)
  5. International Civil Aviation Organization (I.C.A.O.)

LEARNING EXPERIENCE AND ACTIVITIES

See text. **Foreign Relations Series** by
North Central Association

From your knowledge of history, make a list of times when better communication would have prevented disastrous events.

Bring to class a collection of at least ten articles from local newspapers and current news magazines which concern immediate, crucial happenings in remote parts of the world.

Present an imaginary talk on television as a news media, nationally and internationally.

Make a list of articles in your home which were produced in another country. From these lists compile a class list. Which countries appear most often. Why?

Make a chart showing the trade agreements in which the United States has a part. Are any of these with communist countries?

What effects has the "Good Neighbor" policy had on our trade with Latin America?

Make a chart showing the changing volume of trade between United States and Latin American governments since 1930.

Contact the Department of Labor and the United States Chamber of Commerce for information concerning the following subjects: (a) What is the extent of American business investments in Western Europe, in the Middle East, in the Far East, and in South America? (b) In what ways can American business interests affect foreign policy? (c) Why does American business invest in foreign markets?

Carry on research and report to the class the problems presented in the fields of copyrights and patents by our increasing international exchanges.

D. Increase investment of capital in foreign lands
   1. Laws governing investments
   2. Reasons for investment both private and governmental

E. Increased monetary dealing
   1. International Bank for Reconstruction and Development
   2. International Finance Corporation (I.F.C.)
   3. International Monetary Fund

VOCABULARY

alien
assimilation
boycott
capital investment
capitalism
communist bloc
economic system
exports
imports
market economy
parity
reciprocal
tariff
trade embargo

What economic factors are involved in such pacts as N.A.T.O. and S.E.A.T.O.? Make a report to the class on what you find.

Is there freer exchange between communist and non-communist countries in the field of health than in other fields? Compile a report on these exchanges. Why do these take place?

Have students write essays on the displaced person in America. Include information about special quotas under our present immigration laws.

Make a chart showing the numbers of people who have immigrated from Communist bloc countries since World War II.

Invite speakers from foreign countries such as exchange students, professors, or businessmen, who can discuss the importance of foreign contacts and exchanges.

CULMINATING ACTIVITIES

Make a chart which will show the leading exports of at least one country from each world area. Try to show the countries to whom the bulk of this product is sold. Is there a definite division between the communist and the anti-communist worlds in the matter of trade?

Using a world map point out new and independent nations formed since World War II. Indicate the apparent causes for international tensions, problems, and conflicts in these areas.

Prepare and conduct a round table discussion on the scientific, economic, cultural contacts, and developments which we have shared with other nations and regions of the world.

EVALUATION

Have a student-led discussion on the subject, "All Men are Basically Brothers."

Evaluate through observation of learning activities and experiences (projects **evaluated** by the class) students' ability to relate themselves to the peoples of undeveloped areas.

Determine through teacher participation in planning student-conducted projects and activities students' ability in recognizing common bonds in which all peoples share.

Evaluate through written work and short tests the students' attitudes and appreciations toward peoples and places.

RESOURCE MATERIALS

See textual materials (All of Foreign Policies Series)

Buchon, A.,	**NATO in the 1960's**	Praeger The Encyclopedia Britannica
Bunavenu, H.J.,	**Transportation, Lifeline of America**	Curriculum Resources
	American Capitalism	Council for the Advancement of Social Studies
Calder, J.D.,	**International Economic Problems**	Curriculum Resources
Commager, H.S., Graebner, N.A., et al	**Contemporary Civilization**	Scott, Foresman
Daugherty, Marion	**Understanding Economic Growth**	Curriculum Resources
Dozier, Donald M.,	**Are We Good Neighbors?**	University of Florida Press
Hoffman, Stanley,	**Contemporary Theory in International Relations**	
Magruder, Frank	**National Government & International Relations**	Allyn and Bacon
Moore, B.T.,	**NATO and the Future of Europe**	Harpers
Palmer, N.D.,	**The National Interest -- Alone or With Others**	American Academy of Political Sciences
Palmer, N.D.,	**Present International Tensions**	American Academy of Political Sciences
Sakamaki, S.,	**Asia**	Webster

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

0–207	**Immigration**	(10 min.)
0X–148	**Kuble War, Parts I and II**	(50 min.)
00–131	**U.N.R.R.A.**	(15 min.)
F–414	**World Trade in Air Age**	

PROFESSIONAL AIDS

Almond, A.A., and Coleman, James S.,	**The Politics of the Developing Areas**	Princeton University Press
Bailey, T.A.,	**A Diplomatic History of the American People**	Crofts
Hill, Norman,	**Contemporary World Politics**	Harper
Peck, Joseph and Lippe, Paul,	**The World in Our Day**	Oxford

INTERNATIONAL RELATIONS

Unit Five: There are Many Fields of International Exchange on Social, Economic and Cultural Levels.

Suggested Time - Three Weeks

OVERVIEW

It is characteristic of our shrinking world that the individual is becoming more and more important, especially in the western world. We, as a people, are becoming more aware that the education of the individual is vital to the preservation of man and his culture. We are becoming more sensitive concerning our impression on other world peoples as we travel in their countries. In newspapers, art displays, by radio and television, we are bombarded with facts about the rest of the world, and in turn, there exists in the world, an intense curiosity about our way of life and our industrial organization. This world wide awareness of other people and their cultures has resulted in growing exchange of ideas, cultures, and knowledge.

The United States has been a leader in this exchange, partly because we have much to give and partly because, through education, we are learning to appreciate the cultures of older countries which may be underdeveloped. At present we as a nation are involved in a vast number of exchanges which include increasing numbers of individual citizens.

SPECIFIC OBJECTIVES

To help students develop an appreciation of our country's generosity and interest in the needs of humanity

To give the student a knowledge of the intense efforts of the United Nations and of individual nations to deepen the sense of the brotherhood of mankind

To help students appreciate the work and contributions of great humanitarian and philanthropic citizens who have given life, money, and talent to increase mankind's understanding

OUTLINE OF CONTENT

I. Exchanges through the United Nations are very successful.

- A. International Labor Organization (I.L.O.)
  1. Working conditions, labor relations
  2. Child labor conditions
- B. Food and Agriculture Organization of the United Nations (F.A.O.)
  1. Seeks to increase production
  2. Improvement of nutrition
- C. United Nations Education, Scientific and Cultural Organization (U.N.E.S.C.O.)
  1. Educational exchanges
  2. Cultural exchanges
- D. World Health Organization (W.H.O.)
  1. Clearing house for medical and scientific information
  2. Distribution and administration of drugs and vaccines
- E. The Economic and Social Council (E.C.O.S.O.C.)
  1. Economic: studies standards of living
  2. Social: assures human rights and freedoms
- F. The United Nations International Childrens' Emergency Fund
  1. Feeding and clothing of children
  2. Child medical care
- G. Cultural Commissions
  1. Status of Women
  2. Human Rights

II. Many of the foreign aid programs of the United States have great cultural and welfare aspects.

- A. The Marshall Plan
- B. The Four Point Program
- C. The Greek-Turkish Aid Program
- D. Mutual Security Act of 1956

LEARNING EXPERIENCES AND ACTIVITIES

See text. **Foreign Relations Series** - by North Central Association

Make a chart showing the average worker's income (daily or monthly) in several countries on different continents. How much do they vary?

What laws are there to protect women and children in the Western World? Compare these with those in underdeveloped areas of the world.

Debate the proposition that: "The United States should not give aid to countries which have Communistic leanings."

Make a report on agricultural aid. What countries are receiving aid? From what agencies is aid received?

Write to the agencies of the United Nations which are included in this unit and ask them for information about their activities. Prepare a bulletin board display of material received.

Appoint a committee to do library research work and report to the class on the major health problems of the world, and what attempts are being made to solve these problems.

Write to the Peace Corps' headquarters and ask for literature on its activities and note qualifications for its members. Could members of this class qualify?

Find and read to the class, or post on the bulletin board, copies of the United Nations Charter, Declaration of Human Rights. Do you agree with what it says?

What help is being given to orphanages and child care agencies by our government or by philanthropic organizations?

E. Mutual Security Programs (M.S.P.)

III. Cultural and aid aspects play a large part in regional alliances.

- A. Pan American Union
- B. S.E.A.T.O.
- C. N.A.T.O.
- D. O.A.S.
- E. C.E.N.T.O.
- F. Alliance for Progress

IV. Some projects are designed to aid in the exchange of information on a more personal basis.

- A. Peace Corps
- B. Student and teacher exchange
- C. Church sponsored hospitals and schools
- D. Individuals, through money and/or life investments, contribute greatly to international exchanges.
  - 1. Individual
    - a. Tom Dooley
    - b. Dr. Albert Schweitzer
  - 2. Foundations
    - a. Ford
    - b. Rockefeller
    - C. Kennedy

V. Dangers are inherent in cultural exchanges.

- A. Propaganda
- B. Use of aid to blackmail needy governments
- C. Misunderstandings

Write an essay on the purposes and results of the Marshall Plan. Evaluate it in terms of accomplishment of purpose.

Review, orally, the development of M.S.P. Tell what previous plans it now includes.

Appoint a discussion leader and see if the class members can reach an agreement on the question, "Why does our country spend 58 billion dollars a year in foreign aid?" Should such an amount be spent? Why? Why not?

Prepare a panel discussion on the American Field Service. If possible, invite exchange students to be on the panel. Include purposes, methods, and results of this service.

Prepare a poster or bulletin board display showing the many exchange and aid activities of the United Nations.

Write to the headquarters of the Rockefeller Foundation for information about the international aspects of their work. Report to the class. Why are such great fortunes often contributed to such philanthropic endeavors?

Bring to class samples of propaganda. Display them with labels which explain what the article really tries to do. Use this display to answer the question, "What is Propaganda?" (Do not use only Communist examples.)

After research, make a list of instances when aid has been used to force a country to take a certain political line. Is Russia the only one guilty? Is this force ever justified?

VOCABULARY

- brain washing
- cultural
- ethical
- human rights
- infiltration
- mutual security
- philanthropic
- propaganda
- subversion
- underdeveloped nations

CULMINATING ACTIVITIES

Have several reports on modern humanitarians and philanthropists. Then in a class discussion attempt to arrive at the reasons why a man would so invest his life to such effort. What type of people do these things?

Have a panel summarize the aid programs which have been studied. With class help, endeavor to see how much overlapping may exist. Are there any areas of need which are greatly neglected?

Debate the proposition, "The United Nations is a success when only its cultural aspects are considered?"

EVALUATION

Evaluate through objective and essay type tests students' knowledge and understanding of the international exchanges of the United States.

Determine through class discussions and activities students' attitudes toward and appreciations for humanitarian and philanthropic leadership and contributions.

Observe through evaluating written work and check-ups the students' skills in discussing critically and objectively (with a factual base) the efforts and achievements of our government dealing with current foreign affairs.

RESOURCE MATERIALS

See textual materials (Foreign Policies Series)

Bryson,	**Social Changes in Latin America Today**	Harpers
Buchan, Alstair,	**NATO in the 1960's**	Praeger
Clough, S. B.,	**Basic Values of Western Civilization**	Columbia University Press
	Open Doors 1961, Institute for International Education	
Commanger, Graebner, et al	**Contemporary Civilization**	Scott, Foresman
	Compton's Pictured Encyclopedia	Comptons
	World Book	Field Enterprises
Dozier, D. M.,	**Are We Good Neighbors?**	Harpers
Dunn, Frederick,	**War and the Minds of Men**	Harpers
Moore, Ben R.,	**NATO and the Future of Europe**	Harpers
Palmer, Norman	**The National Interest - Alone or With Others**	American Academy of Political Sciences
Rienow, Robert	**American Government in Today's World**	Heath

AUDIO-VISUAL INSTRUCTIONAL MATERIALS

Motion Pictures:

United Nations Series

F–644	**Universal Declaration of Human Rights**	
00–131	**U.N.R.R.A.**	(15 min.)
0--658	**Communism**	(10 min.)

PROFESSIONAL AIDS

Colgrove, Bartlett,	**The Menace of Communism**	D. Van Nostrand
Colgrove, Kenneth,	**Democracy versus Communism**	D. Van Nostrand
Hill, Norman,	**Contemporary World Politics**	Harpers
Schwartz, Harry	**Russia's Soviet Economy**	Prentice Hall

INTERNATIONAL RELATIONS – Elective – One Semester

Unit Six: We Study Current Attempts to Improve International Relations and to Preserve World Peace.

Suggested Time – Three Weeks

OVERVIEW

Wars have been a major plague to mankind as far back as prehistoric days. Much human effort has been wasted not only in fighting the wars, but in futile attempts to prevent their recurrence.

In the twentieth century increasing technological advancements in military equipment made this hunt for the "Pattern for Peace," more urgent. With the advent of the atomic era, the need has become desperate, if mankind is to survive.

Since World War II, the world has watched with varying degrees of hope, as diplomats and statesmen have tried to develop an intricate international organization called the United Nations. An organization of many phases, and dealing with delicate facets, all designed to maintain a lasting peace.

Other efforts directed toward the maintenance of peace have been made on a regional basis. Continuing efforts have been pursued to affect disarmament and/or a moratorium on the testing of atomic bombs. Many meetings, conferences, and treaties have resulted; and "summit" meetings have been held to resolve problems on a world basis.

SPECIFIC OBJECTIVE

To emphasize with students the urgency of our attempts to find a solution to world conflicts

To acquaint students with the present organizations for maintenance of the peace

To enable students to form opinions and judgments based on their knowledge of previous efforts in international peace

To help students recognize their responsibility to work for world understanding and world peace

OUTLINE OF CONTENT

I. Many problems are limited to one area of the world or they are more acute in a world area, and these must be dealt with on a regional basis.

   A. Africa
      1. Changing goals and demands as depressed groups struggle for freedom, recognition and status
      2. Racial, religious and social conflicts among Africans
      3. Colonialism (South Africa, Algeria, Angola, etc.)
      4. Impact of Western technology on Africans
      5. Euro-African programs
      6. The United States program of aid
      7. The work of the United Nations

   B. The Middle Eastern nations
      1. Linguistic, religious and racial conflicts
      2. Political strife
      3. Conflict over rich resources
      4. Arab League – an expression of nationalism and regionalism
      5. British involvement
      6. Actions of the United Nations in the crisis in the Suez, Aswan Dam problem and Bagdad Pact
      7. The Eisenhower Doctrine
      8. Russian stand on Middle East problems

   C. Southeast Asia
      1. Problems of distance, climatic variations and geographical divisions
      2. Divisions in race, culture and religions
      3. Impact of western ideas on the folkways and customs of the region
      4. Activities of the Communists
      5. British influence and responsibility
      6. America's policy as it applies to the

LEARNING EXPERIENCES AND ACTIVITIES

See text. **Foreign Relations Series** – by North Central Association

Appoint a student discussion leader and with class participation work out answers to such questions as: (a) What is at stake in the African conflict? (b) Can the Western world justify its interference in the African affairs? (c) What part should the United States play in African affairs?

What are the two main divisions in Africa? On a map show this division and point our geographic reasons for its existence.

Report on the great religious differences in Africa. Why do these constitute a danger to peace in Africa?

Debate the proposition that, "The United Nations must maintain peace in the Congo."

Summarize the foreign policy of the United States in Africa.

Write an essay contrasting the attitude of Israel with that of the Arab in some problem area. Why is this conflict so deep and bitter?

What effect has oil had on Arab nations? Why is it a potential danger to peace? Have a student do research on the above peoples and present this current information to the class.

Write an article explaining why the Suez Canal became the center of a "brink of war" conflict. How was it settled?

Have a committee present to the class a panel discussion of Soviet, United States and United Nations approaches to Arab problems.

Debate the issue, "American Imperialism has proved a benefit to the Philippines."

Philippines
7. SEATO

D. The Soviet Bloc
1. Problems of non-Russian nationalities both in Russia and in satellite nations
2. Communist goals cause conflicts with western nations
3. Divided Germany, restlessness in satellite nations, strain with other Communist countries (Albania, China, Yugoslavia)

II. Efforts for world peace are centered in the United Nations Organization.
A. The basic organization
1. Agencies
2. Commissions

B. Problems with the United Nations
1. The veto
2. Admission of Red China
3. New nations in United Nations
4. Money for support
5. Problem of military action

C. Successes and failures of organization

D. Possible future

VOCABULARY

Afrikaner
appease
communist bloc
confederation
containment
Pan-Africanism
pacify
planned economy
plebescite
policy of containment
policy of deterrent
power politics
regionalism
self-determination
state ownership
world government

Write an essay on the changing world of the Indonesian people.

Invite a speaker who is a native of Southeast Asia. (A student, consul, business man) If possible arrange a question and answer period to follow the talk.

Compare SEATO and NATO in a written report. Consider: membership, purpose and obligations of signatories.

Have a display showing the growth of the Communist empire since World War II.

Report on the diverse nationalities and languages of Russia proper.

Make a series of charts comparing: (a) The military power of United States and Russia, (b) The trade of United States and Russia, and (c) Technological advancements of each country.

After research, report to the class on Chinese communism, its aims, methods and leadership. In student led class discussion compare with Russia under communism.

What problems are the Russians having in their satellite countries? Have a committee prepare a factual report to the class. Why do these problems exist?

Make a poster showing the basic organization of the United Nations. Have brief student reports on the duties of each main branch of the United Nations.

Have a panel discussion of the successes of the United Nations.

Follow the last discussion with one on the less successful efforts of the United Nations with the accent on the reasons for failure with remedial suggestions.

Have a report on the monetary support of the United Nations.

Organize a mock general assembly meeting in which new states will be inaugurated into the United Nations. What are qualifications? Who must approve? What benefits does a member nation receive?

Have a series of personality sketches on leaders in the world government movement. (Wilson, Lie, etc.)

CULMINATING ACTIVITIES

Present an assembly program which will dramatize the work of the United Nations as it: (a) Grows with the changing times, (b) Works in health, agriculture and education, and (c) Takes action in world crisis.

Invite speakers who have been to the United Nations or who are connected with its work to visit your class. Be sure the students participate by asking questions.

Prepare a display showing the flags of all members and a brief description of the work of the United Nations in each country. Do all countries profit from United Nations membership?

Make a collection from current magazines and newspapers which discuss the work of the United Nations in the current world.

EVALUATION

Check by testing to see if the students understand the basic working of the United Nations Organization.

Have written evaluations of the work of the United Nations up to the present. Do the evaluations show an appreciation and the need of continuing such efforts?

EVALUATION (Continued)

In their questions and discussions do the students reflect a knowledge and understanding of the problems which confront the world. Are they thinking critically or reacting emotionally?

RESOURCE MATERIALS

All textual materials (Foreign Policies Series)

Galt, Tom,	**How the U.N. Works**	Crowell
Hocking, William,	**Strength of Men and Nations**	Harpers
Hoffman, Stanley,	**Contemporary Theory in International Relations**	Prentice Hall
Jones, Stephen B., and Murphy, Marion,	**Geography and World Affairs**	Rand McNally
Kerteez, Stephen D.,	**Diplomacy in a Changing World**	University of Notre Dame Press
Lie, Trygve, et al	**Peace on Earth**	Hermitage House
Lindsay, Michael,	**Is Peaceful Co-Existence Possible?**	Michigan State University
Lodge, H.C.,	**League of Nations**	
	China and the U.N.	Carnegie Endowment for International Peace
	Britain and the U.N.	Carnegie Endowment for International Peace
	Pakistan and the U.N.	Carnegie Endowment for International Peace
	India and the U.N.	Carnegie Endowment for International Peace
	U.S. and the U.N.	Carnegie Endowment for International Peace
MacLaurin, John,	**The United Nations and Power Politics**	Harpers
Magruder, M.,	**American Government**	Allyn and Bacon
Morgenthau, Hans,	**Politics Among Nations**	Knopf
Overstreet, Harry, and Bonaro,	**The War Called Peace**	Norton
Peck, J. and Lippe, P.,	**The World in Our Day**	Oxford Book
Perla, Leo,	**Can We End the Cold War?**	Macmillan

Paperback Texts

Armstrong, J.P.,	**Chinese Dilemma**	Laidlaw
Armstrong, J.P.,	**Southeast Asia and American Policy**	Laidlaw
Jones, S.S.,	**America's Role in the Middle East**	Laidlaw
	The U.S. Role in Latin America	Laidlaw
Platig, E.R.,	**The United States and the Soviet Challenge**	Laidlaw
Platig, E.R.,	**The United States and World Affairs**	Laidlaw
Rosberg, C.G.,	**Africa and the World Today**	Laidlaw

AUDIO-VISUAL INSTRUCTIONAL AIDS

Motion Pictures:

Filmstrips with sound on records

F0–18	**United Nations: Bridging the Gaps**
F0–19	**United Nations: Seeds of Knowledge**

Filmstrips

F–640	**Atomic Energy and the United Nations**
F–641	**A Sacred Trust**
F–642	**Structure of Peace**
F–643	**To Combine Our Efforts**
F–644	**Universal Declaration of Human Rights**

AUDIO-VISUAL INSTRUCTIONAL AIDS (Continued)

Motion Pictures:

0–446	**We, the Peoples**	(10 min.)
00–305	**Peace Builders**	(10 min.)
00– 83	**Peoples Charter**	(20 min.)

PROFESSIONAL AIDS

Colgrove, Kenneth,	Democracy versus Communism	D. Van Nostrand
Golob, Eugene O.,	The Isms – A History and Evaluation	Harpers
Hill, Norman,	Contemporary World Politics	Harpers
Schleicher, Charles P.,	Introduction to International Relations	Prentice Hall
Schwartz, Harry,	Russia's Soviet Economy	Prentice Hall

APPENDIX

A How to Handle Controversial Subjects

B Bibliography of Professional Readings

C Style Sheet for Written Work

D Achievement Tests for Evaluation

APPENDIX A – How To Handle Controversial Subjects

The following suggestions and ideas concerning the handling of controversial issues and materials in the classroom seem to present an appropriate operating framework for discussion in the classroom. This bulletin is given to you in order to provide some guide lines for social studies classroom procedure.

"**Controversial issues in the classroom.** Further than an aware populace, democracy must have a populace capable of free and open discussion of the issues before it. Few issues that face any people at any time will appear the same to all people. It is safe to say that anything brought up in a history, civics, or problems class would have its fringes of differing opinion. Frequently when opinions differ markedly, emotion enters to produce a controversy.

"In the hands of a skilled teacher issues that are quite controversial can be thoroughly aired, learning can take place, and the student can leave the class without engaging in heated (emotional, argumentative, tirade) controversy. There are some general hints which should help the teacher guide discussion so as to enlighten rather than prejudice the student.

"1. Attention should be focused on the **facts** of the matter rather than on the controversy. Facts mean all the facts presented consonant with their importance in the matter to avoid any distortion.

"2. Presenting all the facts will mean that all sides and opinions on the issue will be covered by the class. This is to say that the way of looking at the facts by different segments of people will be presented as well as the facts themselves. In other words, the facts both adorned and unadorned.

"3. The class should engage in discussion rather than argument. This keeps disruptive emotion at a minimum. If we are to remain a civilization of reasoning humans, reason must prevail first of all in the classroom, the place of civic apprenticeship. If there is anything that our society needs it is a citizenry capable of free, open, profitable discussion.

"4. The teacher should keep his own advocacy at a minimum during the discussions in order that his prestige does not distort the facts. The discussions should center on **facts,** not **personalities.**

"5. Whenever possible, the teacher should see that no discussion of a controversial current issue is started in the class that cannot be finished in that period. It is very difficult for students to hold arguments in abeyance until the next day. Too much distortion, too many quotations out of context can result if the discussion is interrupted.

"It will be difficult sometimes for the teacher to keep from taking sides but he must resist the temptation if he is to fulfill his role as a teacher in a democracy and promote his prime aim – the freedom of the student to learn."[1]

Students need certain skills and attitudes which are necessary if they are to grow in civic competence. The youth of our society need to learn to exercise the kinds of behaviors that must of necessity accompany the mantle of freedom, which must be worn with dignity by these, our future citizens. Their behaviors come from the employment of democratic – social skills, guided by appropriate attitudes.

"**Controversial Issues and the Problems Approach.** Since it involves controversy, successful problem-solving requires the application of screening criteria. By their very nature, all problems are controversial. Realistically, the schools as social institutions cannot, even in a democracy, expect to be entirely free to take up any problem, at any time.

While the amount of curricular and classroom freedom naturally varies from school to school, the following six criteria are indicative of the guide-lines all teachers need to consider in launching problem-solving studies. As we indicated previously, these also hold implications for the selection and teaching of current events.

"1. Is the issue beyond the maturity or experimental level of the pupils? (Related to pupils' backgrounds, readiness, interests, motivation; provision for direct pupil action and follow-up on conclusions.)

"2. Is the issue in harmony with the aims of the course and the over-all school program? (Related also to availability of materials and the necessary amount of time, and other courses.)

"3. Is the issue one the teacher feels he can handle successfully from a personal standpoint? (Related to any possible lack of specialization, personal bias.) No bias on 'Isms' --- The social studies teacher has been employed by society to help maintain its basic features and values. His duty is to select and provide the learning experiences that are most appropriate in reaching educational aims which, in turn, reflect the goals of society. Here he is certainly not expected to continually hide behind a label of neutrality. Elements calling for teacher reinforcement include a number of rights of minorities. This can pose a real dilemma, for, although the teacher is acting on behalf of the core cultural values, he should at the same time be cognizant of alternatives and rising opposite views and allow for their appearance and analysis in class discussion and study. A teacher's position should be that of a learner among learners. He does not set himself up as the authority. He is not to demand pupil acquiescence. He is not to seek blind indoctrination. He is not to use the clever means of the propagandist. He is not to misuse his position of responsibility and leadership for the promotion of personal causes. In many cases it is best for the teacher to refrain from stating his beliefs. (Related to reflective thinking, sometimes teachers wait until the end of discussion or the study – the art of questioning and developmental techniques enters here.)

"4. Is the issue one for which we have or can obtain adequate study materials?

"5. Is the issue one for which we have adequate time? Just as pupil discussion of issues must be more than an exchange of opinions, so must there be adequate time provided for thorough study if sound conclusions and well-founded attitudes are to be formed. Current events should center on one or two items, not superficial treatment of many relatively unimportant news items. The presidential election and campaign issues will receive adequate time allotment.

Gross, Richard E., Zeleny, Leslie D., and Associates. **Educating Citizens for Democracy, Curriculum and Instruction in Secondary Social Studies.** Oxford University Press, New York, 1958, page 268.

"6. Is the issue one which will clash with community customs and attitudes? Perhaps the most important limitation upon the school's freedom in handling controversial issues are the local mores and the immediate climate of opinion. Issues can be so 'hot' (a bitterly contested election) or conflict so with community traditions (religious question) that the teacher is only 'cutting his own throat' to venture into such problems."[1]
(Related to community climate, historical or comparative approach, appropriate parallels and background of history for study of current issues and fewer misunderstandings.)

Critical Thinking. Teachers interested in developing student skills in critical thinking would do well to refer to an earlier publication of the National Council for the Social Studies, issued in 1942. In the introduction, Editor Howard Anderson underscores the job of the teacher in developing this skill.

"There is little reason to believe that substantial skill in critical thinking may be achieved as an incidental outcome of instruction directed toward other ends .... Teachers who wish to help pupils develop skill in critical thinking must determine the specific skills which are a part of this general skill, must provide practical situations in class for developing these skills, must help students use these skills in lifelike situations outside the classroom, and must seek evidence as to the extent to which these new abilities have been mastered, and are being practiced by pupils.

"Most teachers believe some guidance is necessary in skill development, for example the following guide questions have been used:

1. In your opinion, what is the basic problem?
2. What are the most generally accepted proposed solutions for the problem?
3. What are the basic elements of the problem?
4. What are the main facts known to be true about the problem?
5. What terms do you think must be understood in order to study the problem efficiently?
6. What additional sources of information will help in the study of the problem? (Books, people, articles, bibliographies.)"[2]

In the example above, emphasis is placed on fact finding. This is as it should be, for in all phases of problem-solving pupils are using facts and building understandings.

Current Events and Current Affairs. The following quotations taken from **Educating Citizens for Democracy,** Gross, Richard E., and Zeleny, Leslie D., present some guiding principles for the handling of current events and current affairs in the social studies classroom:

"One of the biggest curricular questions facing social studies teachers concerns the realm of current events. Slowly but surely current affairs have been granted an ever greater proportion of the hours allotted to social studies. In many classes approximately one-quarter of the week's time is now devoted to current events. The circulation of weekly classroom current event papers has reached into the millions and special editions are prepared for all grade levels. While able instructors find the regular planned relationships between the current scene and the subject being studied invaluable for motivation, other instructors are launching units in numerous classes by starting with current problems and materials. A natural development of the growing interest in current affairs has been the development of separate classes in current history. The exact means, however, of relating current affairs to traditional content remains to perplex many teachers, as does the question of how much time they should allot to the study of current events."[3]

"**The aim of teaching current affairs.** The civics teacher will teach about contemporary affairs of the world to show their relation to government policy and action. But there are three other purposes that grow out of the teaching of contemporary affairs. (1) The student should develop a continuing interest in current affairs. (2) The student should learn to judge the different sources of information about current affairs. (3) The student should learn to discriminate between important contemporary problems and the merely sensational or isolated current events."

Recent international conflagrations, the evolving movement for world peace, and the growing interdependence of the world's peoples have underscored two other curricular emphasis closely related to current affairs. These two areas include international relations and intergroup or intercultural relations. Many social studies courses are now stressing a world viewpoint. More attention is given to other cultures, past and present, and America is viewed in its world setting. Units on the United Nations and UNESCO are commonly found. Again, separate courses as world affairs, world geography, and pacific relations have resulted.

Since these considerations are receiving wide spread attention by leaders and critics of American education, many teachers will want to pursue the above topics further in professional literature that is currently being produced.

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[1] Ibid. pp. 352–359.

[2] Anderson, Howard R. "Teaching Critical Thinking in Social Studies." Thirteenth Yearbook, **National Council for Social Studies,** Washington, D.C., 1942.

[3] Farley, Edgar S., Overton, Harvey, "Improving Discussion as a Means of Improving Understanding." **The School Review.** October 1951, pp. 403-9.

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APPENDIX C – Style Sheet for Written Work

I. FORM FOR WRITTEN WORK

A. Use blue or black ink or double-spaced typing for the finished copy of a composition.

B. Capitalize all words in a title except conjunctions (**and, but, or, nor,** etc.), prepositions of four letters or fewer (**for, in, on, of, to,** etc.), and articles (**a, an, the.**) Capitalize these also if they are put first or last in the title.

C. Write the title on the first line. Put no period after it. Put no quotation marks around it.

D. Leave space of one line below the title.

E. Indent about one inch for the beginning of each paragraph.

F. Start the first paragraph on the third line.

G. Leave one-inch margins on both sides of your paper and one and one-half inches at top and bottom.

H. Use only one side of the paper for the finished copy of a written composition. Use unruled paper, regulation theme-size.

I. Endorse the outside paper in the following form:

Jack Taylor
English 5
Hour 1
September 9, 1962

J. Fold lengthwise. (Optional)

II. CAPITALIZATION

A. CAPITALIZE
1. The first word of every sentence, direct quotation, topic of an outline, and **line of poetry.** (Modern poetry is not included.)
2. Languages, but not other subjects unless accompanied by a designation. (I take algebra and world history. I take **Algebra 2** and **World History 1.**)
3. Names of the month, days of the week, holidays, but not seasons.
4. All words in the salutation of a letter except **dear** when used with my -- **My dear Sir:** Capitalize only the first word in the complimentary close of a letter.
5. Only names of **particular** buildings, business houses, churches, clubs, colleges, highways, lakes, mountains, oceans, organizations, parks rivers, schools, seas, societies, streets. (Northwest High School.)
6. Names of cities, constellations, continents, countries, departments of government, historical events, nationalities, persons, places, states, steamships. (Indian; Battle of Bunker Hill.)
7. All words in a literary title except conjunctions (**and, or, but, nor,** etc.), prepositions of four letters or fewer (**for, in on, of, to,** etc.), and articles (**a, an, the.**) Capitalize these also, if they are first or last in the title.
8. The word **Bible**, the books of the Bible, and all words referring to God and the Deity. (But not the word god, if it means a pagan deity.)
9. Terms of relationship like **Mother, Father, Grandmother** when used without a modifier or before a person's name. (I saw **Mother** and **Uncle John.**) (See II., B., 3.)
10. **North, South, East** and **West** when they are used as names of sections of the country, but not when they are used as names of directions. (The **North** defeated the **South.** Turn **north** now.)
11. Titles of office only when they precede a person's name -- Mayor Bartle. One exception is the President of the United States.
12. Commercial trade names -- Eversharp pencil, Boeing plane, Crosley radio.

B. DO NOT CAPITALIZE
1. Names of animals, birds, flowers, games, insects, and trees.
2. Class names like **freshman, sophomore, junior, senior.**
3. **Mother, father** when preceded by modifier, like **my mother, her father.**

III. PUNCTUATION

A. USE A PERIOD
1. At the end of every declarative and imperative sentence.
2. After initials of names.
3. After accepted abbreviations.
4. After numbers and letters used in numbering exercises or the topics of an outline.

B. DO NOT USE A PERIOD
1. After the title of a composition.
2. After the topics of an outline unless it is a sentence outline.
3. After your name when you sign a letter or note.

C. USE A QUESTION MARK – After every direct question.

D. USE AN EXCLAMATION POINT – To indicate strong or sudden feeling.

E. USE COMMAS
1. To set off all items, after the first, of a date.
2. To set off all items, after the first, in an address.
3. After **Oh, Yes, No, Well,** when they introduce a sentence.
4. To set off a noun of direct address.
5. To separate words, phrases, and clauses in series.
6. To separate parallel adjectives.
7. To set off words in apposition unless they are closely related to words they explain – Ellen, my sister, – my sister Ellen.
8. Before expressions like **can't you, didn't she, doesn't he, don't they, hasn't he, haven't you, isn't she, won't you** when they come at the end of a sentence.
9. To set off parenthetical words and phrases like **as usual, by the way, however, nevertheless, no doubt, on the other hand, of course,** etc.
10. To set off most direct quotations from the rest of the sentence.
11. After the salutation (greeting) of a friendly letter and after the complimentary close of all letters.
12. Before the conjunctions **and, but, for, nor, or** when they join unpunctuated independent clauses.
13. After an introductory adverbial clause. Seventeen commonly used subordinate conjunctions that introduce adverbial clauses are: **after, although, as soon as, because, before, if, since, though, unless, until, when, whenever, where, wherever, while, why, as.**
14. To set off nonrestrictive clauses – Mr. Smith, who is sick, is our friend.
15. To set off all introductory participial phrases, or phrases containing participles that turn or delay the thought – A flock of ducks, **flying very high**, passed over our blind.

F. USE AN APOSTROPHE
1. To form the possessive case of nouns and indefinite pronouns.
2. To indicate the omission of a letter or of a syllable in a contraction.
3. To form the plural of figures, letters, signs, and of words when the latter are spoken of as words: **I's, L's.**

G. USE QUOTATION MARKS
1. To enclose the words of a speaker in a direct quotation.
2. To indicate the titles of articles, chapters, short stories, and single poems when quoted from a publication.
3. To indicate titles of movies, radio, and television programs.
4. To indicate foreign phrases not italicized.

H. USE AN UNDERLINE
1. Under each separate word of titles of books, magazines, and newspapers, long poems, plays, musical works, planes, ships, and trains.
2. Under letters, figures, and words used in sentences as letters, figures and words – Dot your **i's** and cross your **t's**. Can you spell **Mississippi?**

I. USE A SEMICOLON
1. To separate independent clauses not joined by coordinate conjunctions in a compound sentence – Classes start at eight o'clock; a warning bell rings five minutes before the hour.
2. Between long independent clauses joined by co-ordinating conjunction when either clause is punctuated by commas – Jones was chosen; but, I believe, Smith is the better man.
3. To separate terms of a series if commas are used within the terms – The main characters are Tom Sawyer, a mischievous boy of eleven; Huck Finn, his pal; Sydney, his younger brother; Becky, his girl friend.

J. USE A COLON
1. After the salutation (greeting) of a business letter.
2. After such expressions as **the following** and **as follows.**
3. Before a long, formal quotation (but not if single spaced, and indented farther than the rest of your typewritten material.)

IV. GOOD SENTENCE STRUCTURE – ESSENTIALS

A. PROPER RELATION OF IDEAS.

A simple sentence develops only a single idea. Complex or compound sentences contain a central thought and related ideas. Related ideas are expressed either in phrases or in subordinate clauses.

B. UNITY OF THOUGHT IN THE SENTENCE
1. Separate sentences should be used for ideas not closely related in thought.
2. Clauses in compound sentences should be of equal rank both in meaning and form. The complex sentence should be used when clauses are of unequal rank.
3. A series of short statements closely related in thought should be combined into one sentence.
4. A phrase or a dependent clause cannot be used as a complete sentence.

C. CLEARNESS OF THOUGHT IN THE SENTENCE
1. Place modifiers, such as adjectives, adverbs, phrases, and clauses, near the words they modify.
2. Make the reference of each participle and of each pronoun definite.
3. In general, keep the same number, the same tense, and the same voice throughout the sentence.
4. Use connectives that express exactly the desired relations between parts of complex and compound sentences.

D. EMPHASIS IN THE SENTENCE
1. Ideas placed at the beginning or at the end of a sentence receive emphasis.
2. Emphasis is secured by arranging words, phrases, or clauses in the order of increasing importance.
3. Emphasis is increased by omitting unnecessary words.
4. Emphasis is secured by using words that show exact distinctions.

V. PARAGRAPH STRUCTURE

A. A paragraph is a group of properly related sentences that develop a single topic. A topic sentence aids in the logical development of a paragraph. The following sentences are examples:
1. **A city administration may be economical and not efficient.**
2. **A very common method of judging the efficiency of municipal government is to compare the cost of a given service in one city with the cost of the same service in another city.**

B. A paragraph should concern itself with one and only one topic or main thought. Each sentence in the paragraph should contribute directly to the development of the paragraph topic. Close a paragraph with a sentence that summarizes, concludes, or emphasizes the topic, if added force is needed.

VI. THE OUTLINE

The following outline form will contribute to orderly thinking:

I. ....
A. ....
1. ....
2. ....
a. ....
b. ....
B. ....
II. ....

(The following points should be stressed in the making of outlines:

1. There cannot be a break into fewer than two parts. Consequently, in an outline, there cannot be a **I.** without a **II.**, an **A.** without at least a **B.**, a **1.** without at least a **2.**, etc.
2. Entries under the parts of an outline must be parallel in **importance** as well as in **form.** For instance, if **A.** is "The uses of a slide rule" then **B.** cannot be something like "Advanced problems," even though the material is presented in that order in the book. **B.** might be something like "The advantages of a slide rule.")

APPENDIX D – Achievement Tests for Evaluation

Listed below are tests which are representative of the instruments which are available for use in junior or senior high schools.

GENERAL SURVEY AND GENERAL SOCIAL-STUDIES

Cooperative Social Studies Test
General background of skills and information in American and world history, geography, and civics are covered in this test.
Working Time: 80 minutes — Range: Grade Superior 8, 9
Forms: X, Y — Educational Testing Service

Diamond-Pflieger Problems of Democracy -- E. Diamond, E. F. Pflieger
Items in this test cover four major content areas particularly stressed in a typical high school course:
government, economics,
sociology, and international affairs.
Working Time: 40 minutes — Range: Grades 9 – 13
Forms: Am, Bm — Harcourt, Brace & World

STEP Social Studies Test
The items on this test evaluate the progress the student has made in applying skills learned in this area.
Working Time: Two 35 minute units — Range: Level 3 – Grades 7,8,9
Total: 70 minutes — Level 4 – Grades 10,11,12
Forms: A,B — Educational Testing Service

Survey Test in Geography
The test is composed of items drawn from four areas:
(1) facts concerning United States geography;
(2) world geography facts;
(3) map reading and knowledge of geographical terms;
(4) the effects of geography on human life.
Working Time: 38 minutes — Range: Grades 7,8,9
Forms: One — California Test Bureau

Selected Test Items for American Government
Selected Items for the Testing of Study Skills and Critical Thinking
These booklets present consideration for construction of teacher-made tests which do more than require a recall of factual information. Items are included which can be used in a testing situation; as the basis for a class discussion; or as a guide in developing meaningful items for a teacher-made test.
Publisher: National Council For the Social Studies.

Watson-Glazer Critical Thinking Appraisal
Measures ability: (1) to draw inferences from a statement of facts;
(2) to recognize assumptions implied by a statement;
(3) to reason logically by deduction;
(4) to discriminate between strong and weak arguments.
Working Time: 45 minutes — Range: Grades 9 – 12
Form: AM — Harcourt, Brace & World

CITIZENSHIP

Science Research Associates Study Skills
This test does not measure a specific content area of the curriculum, but basic skills common to all curriculum areas. Two subscores are abtained: (1) use of reference materials,
(2) interpreting various types of charts and maps.
Working Time: Subtest I 45 minutes — Range: Grades 6 – 9
Subtest II 50 minutes
Forms: A & B — Science Research Associates

Curriculum Bulletin #121, Missouri and United States Constitution
Range: Grades 9,11,12 — Kansas City Missouri Curriculum Department

Petier-Durost Civics and Citizenship Test
This test is in two sections: the achievement section measures the students' knowledge in civics and citizenship, and the attitude section assesses the student's attitudes and beliefs in this area. For end of course in citizenship or, beginning of course in problems of democracy.
Working Time: Achievement - 40 minutes
Attitudes 15 minutes — Range: Grades 9 – 12
Forms: Am, Bm — Harcourt, Brace & World

HISTORY

Crary American History Test. Ryland W. Crary

An end-of-course test which measures, not only knowledge of important historical facts, but also understandings of historical processes, ability to interpret historical data, map skills, and reasoning by inference.

Working Time: 40 minutes
Forms: Am, Bm

Range: Grades 9 – 13
Harcourt, Brace & World

Cooperative American History. Harry Berg

Students are required to make comparison, draw conclusions, define American institutions and practices, interpret maps and pictures. Approximately one half of the items cover the period since 1865.

Working Time: 40 minutes
Forms: X, Y, Z

Range: High School
Educational Testing Service

Cooperative World History. F. H. Stutzand – Wallace Taylor

A test measuring the student's understanding of time sequence and the ability to interpret the relationships of historical developments, make comparisons, and draw inferences. Particularly useful with superior senior high school pupils.

Working Time: 40 minutes
Forms: Y, Z

Range: High School
Educational Testing Service

Cummings World History

An end-of-course test, with 80 items, the first 45 items are factual questions on major historical events, dates, places, and leaders. The remaining 35 items cover important aspects of the history of ancient times, medieval and modern Europe, and the World Wars.

Working Time: 40 minutes
Forms: Am, Bm

Range: Grades 9 – 13
Harcourt, Brace & World

Tests in Social and Related Science

Test I **American History to 1876** – Test II **American History Since 1876**

Test I includes items on early exploration and colonization, the Revolutionary War, and the issues involved in developing the Articles of Confederation and the Constitution. Items on Test II reflect the extent to which the student understands the conflicts of the period of the War between the States and the basic issues underlying them.

Working Time: Test I 45 minutes
Test II 45 minutes
Forms: AA, BB

Range: Grades 9 – 12
Superior 8
California Test Bureau

Selected Test Items in American History

This booklet provides teachers with carefully prepared test materials which can be used to measure understandings of subject matter included in American history courses.

Publisher: National Council for the Social Studies

Procedures for Ordering Tests

The tests included in this listing are not in stock in the Supply Department. To order one of these tests use Form 01023, giving the following information: Name of Test – Author – Grade level – Form – Number of packages – Publisher.

No test should ever be ordered unless it has been carefully studied to determine if it will measure concepts which have been taught. The Department of Educational Testing has file copies of the tests which may be reviewed. Since tests are being revised and new ones are continually being developed, the Department of Educational Testing should be consulted by the teacher for information about the type of tests which are being considered for use in the classroom.